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ABSTRACT

In 1989, a study was conducted of the status of student assessment and developmental education in Michigan's 29 public community colleges and three public four-year colleges which serve in a community college capacity. The study sought to to determine: (1) the number of community college students in need of and actually enrolled in developmental services in reading, writing, math computation, algebra, and other areas; (2) policies on developmental education and course credit; (3) the types of students who are assessed, the tests used, policies related to mandatory testing and placement, and cut-off scores for placement in remedial courses; (4) the developmental populations colleges are prepared to accommodate; (5) courses in the developmental curriculum and skill areas addressed; (6) types of support services provided; (7) class times and locations; (8) the job titles, experience, and turnover rates of developmental faculty; (9) the existence of professional development programs to prepare staff to work with underprepared students; (10) information on cooperative programs with elementary and secondary schools, community organizations, and business and industry; (11) the scope of evaluation efforts; and (12) strengths and weaknesses in developmental efforts. The study found that in fall 1988, 13,357 students had test scores indicating that they needed developmental work in reading, 11,723 in writing, 10,801 in math computation, and 7,638 in algebra. Actual enrollments in these courses were 7,469 in reading, 11,500 in writing, 8,946 in math computation, and 5,925 in algebra. Based on study findings, a series of recommendations were developed for implementation by the board of education, the governor, and the state legislature. The survey instrument is attached. (JMC)

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A SURVEY OF STUDENT ASSESSMENT AND DEVELOPMENTAL EDUCATION IN MICHIGAN'S PUBLIC COMMUNITY COLLEGES

EXECUTIVE SUMMARY

SECOND STATE SURVEY

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Michigan State Board of Education

May, 1990

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A Survey of Student Assessment
and Developmental Education
in Michigan's Public Community Colleges

Executive Summary

This study is the culmination of the second state effort to gather information on the status of student assessment and developmental education in Michigan's 29 public community colleges as perceived by administrators and instructors directly responsible for these efforts. For the first time, data was also collected from three public four-year universities which also serve in a community college capacity -- Ferris State, Lake Superior State, and Northern Michigan Universities. The data from the four-year universities will be considered for possible use in future projects of the Michigan Department of Education.

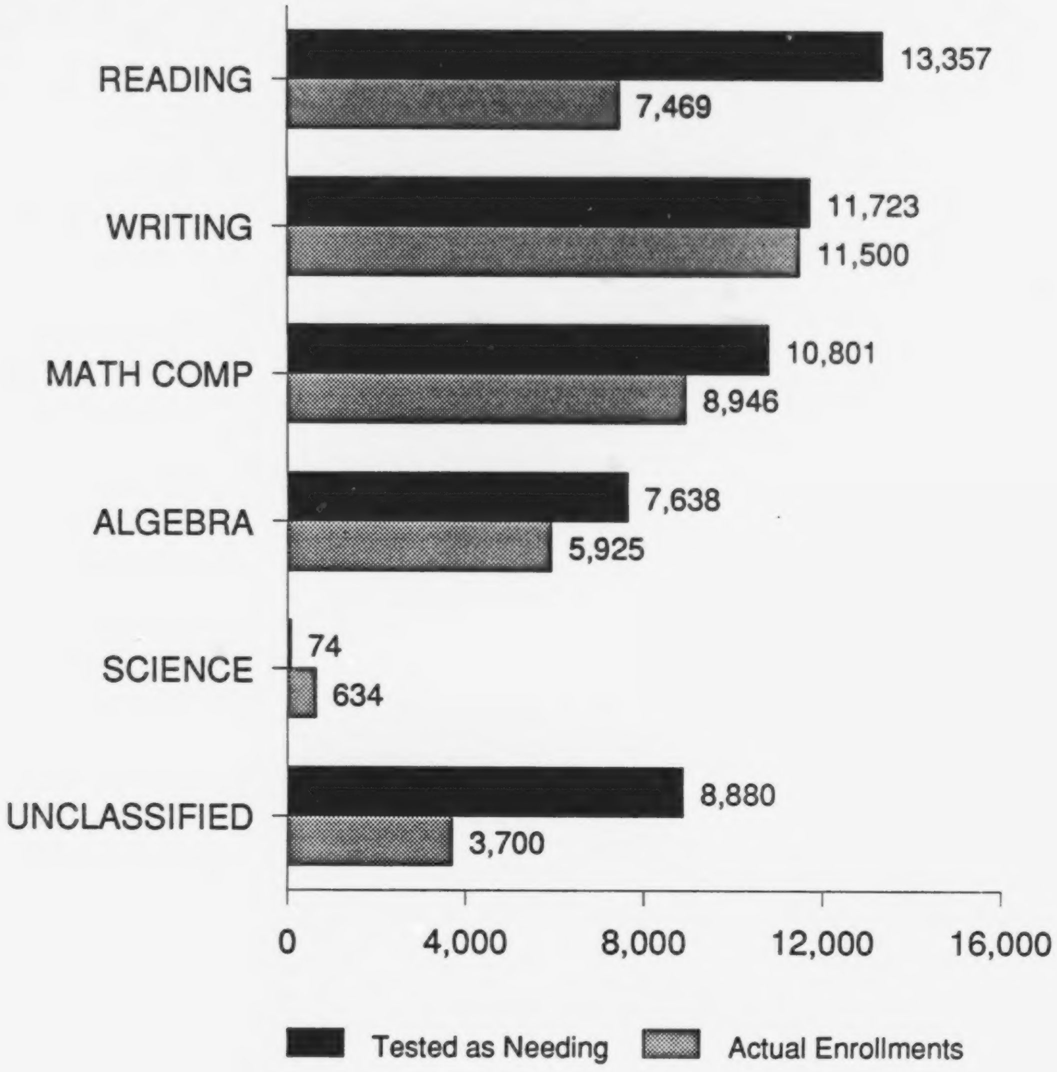
While the purpose of the first study was to obtain baseline information on the status of student assessment and developmental education in Michigan's public community colleges, the second study sought a more detailed account of the state of student assessment and developmental education. The purpose of this study was fourfold: (1) to determine the number of community college students needing developmental services in reading, writing, math computation, algebra, and other (Graph 1); (2) to determine the number of community college students who enroll in the developmental areas of reading, writing, math computation, algebra, science, and other (Graph 1); (3) to gather information about the evaluation methods used to assess, monitor, and determine students' developmental success, and (4) to determine the organizational structure and operation of developmental education activities in Michigan's community colleges.

More specifically, information was collected regarding:

- whether the institution has a board policy on developmental education;
- the types of students who are academically assessed;
- tests used in academic assessment;
- policies of mandatory testing and mandatory placement;
- cut-off scores for recommended placement in developmental or below college-level courses;
- developmental populations and services colleges are prepared to accommodate;
- developmental course listings;
- skill areas included in developmental education
- types of academic support services;
- location of developmental activities;
- time periods;
- amount of developmental credit allowed toward a degree;
- whether credit earned in a developmental course is included in a student's G.P.A.;
- job titles of developmental faculty and staff;

GRAPH 1

ENROLLMENTS IN DEVELOPMENTAL COURSES
Fall Term, 1988



28 COMMUNITY COLLEGES

- average years of experience of developmental faculty in developmental education;
- professional development programs for preparation of staff to work with underprepared students;
- turnover rate for developmental faculty;
- activities and data shared with feeder high schools, K-12 adult education, and community-based organizations concerning developmental enrollment;
- relationships with business and industry;
- evaluation of developmental efforts; and
- strengths and areas of concern in developmental efforts.

In structuring the scope of this study, consideration was given to the concept of "remedial" and "developmental" education. The consensus of individuals participating in the advisory group to this study was that "developmental," and not "remedial," was the appropriate term to describe current activities in Michigan's community colleges.

For purposes of this study, the American Association of Community and Junior Colleges' definition of developmental education (November, 1987) was used. The definition is as follows:

> The term developmental education is used in postsecondary education to describe programs that teach academically underprepared students the skills they need to be more successful learners. The term includes, but is not limited to, remedial courses. Whether these students are recent high school graduates with inadequate basic skills, returning adults with dormant study skills, undecided students with low motivation for academic achievement, or English as a Second Language students, developmental programs can provide the appropriate academic tools for success. Effective developmental education programs provide educational experiences appropriate to each student's level of ability, ensure standards of academic excellence, and build the academic and personal skills necessary to succeed in subsequent courses or on the job. Developmental programs are comprehensive in that they access and address the variables necessary at each level of the learning continuum. They employ basic skill courses, learning assistance centers, supplemental instruction, paired courses, and counseling services.

MAJOR FINDINGS

Fifteen colleges (52%) reported that they have a board policy on developmental education.

Assessment/Placement

1. Twenty-seven of the community colleges (93%) reported that newly-admitted students are tested. Two colleges (7%) reported that testing is optional.

2. Twenty-three colleges (79%) reported that both full- and part-time students are tested. Other significant findings indicate:

   - 19 colleges (66%) test evening students;

   - 17 colleges (59%) test off-campus students; and

   - 13 colleges (45%) test customized business and industry training students.

3. Twenty-four colleges (83%) reported that testing is mandatory in the area of writing, while 23 colleges (79%) reported that testing is mandatory in the areas of reading and math. Seventeen colleges (59%) reported that testing is mandatory in algebra.

4. Mandatory placement is greatest in the area of writing, where it is required in 14 colleges (48%) for those who tested as needing it. Only ten colleges (34%) reported the practice of mandatory placement in reading in Fall term, 1989, whereas mandatory placement in math had declined from ten colleges to eight (28%) by Fall term, 1989.

5. An analysis of testing data revealed considerable variance in the cut-off scores at or below which students are recommended for placement in developmental or below college-level courses.

Developmental Population

1. All 29 community colleges reported that they are prepared to accommodate underprepared/academically disadvantaged populations. Ten colleges (34%) also indicated that they are prepared to accommodate underprepared/illiterate students.

2. Twenty-four colleges (83%) reported that they are prepared to accommodate handicapped populations; in particular, 26 colleges (90%) visually impaired, 25 colleges (86%) hearing impaired, 20 colleges (69%) deaf/blind, and sixteen colleges (55%) speech or language impaired.

3. Although 20 colleges (69%) reported that they are prepared to accommodate learning disabled students, only 14 (48%) responded that they are prepared to accommodate students with mental or emotional impairment, and 12 (41%) the traumatic brain injured.

4. Twenty-five colleges (86%) reported that they are prepared to accommodate students who are mobility impaired, while 15 colleges (52%) said that they are prepared to accommodate multi-handicapped individuals.

5. Eighteen colleges (62%) reported that they are prepared to accommodate students who desire to enroll in English as a Second Language courses.

6. An listing of developmental course offerings submitted by survey participants at each college yielded consistent course offerings regarding what was interpreted to be developmental in the traditional content areas of reading, writing, math computation, algebra, and science. The greatest variance was noted in the developmental course listings submitted by the Michigan Community College Activities Classification Structure (ACS 6) contact persons at six institutions, or from 21% of the colleges.

7. Fifteen colleges (52%) did not list all of their developmental course listings under the ACS 6 codes for Developmental and Preparatory Instruction: 1.51, 1.52, 1.53, and 1.54.

8. A total of **52,473** individuals tested as needing remediation in one or more developmental area in Fall term, 1988: 13,357 in reading; 11,723 in writing; 10,801 in math computation; 7,638 in algebra; 74 in science; and 8,880 in other developmental areas.

9. Overall, women tested as needing remediation across all developmental areas slightly more than men, except in the content area of math, where women accounted for 60% of the students who tested as needing remediation.

10. More than one-half (61%) of the students who tested as needing to improve their academic skills were of the traditional college-going age, 17 through 21; 20% were between the ages of 22 and 29; 13% were between the ages of 30 and 39, and 6% were over the age of 40 (Graph 2).

11. Enrollments in developmental courses in Fall term, 1988 totalled 38,178. Enrollments are lower than documented need and show a greater emphasis on writing (11,500) than on math (8,946), reading (7,469), algebra (5,925), other (3,700), or science (638). It is important to note that the practice of mandatory placement is greatest in the area of writing.

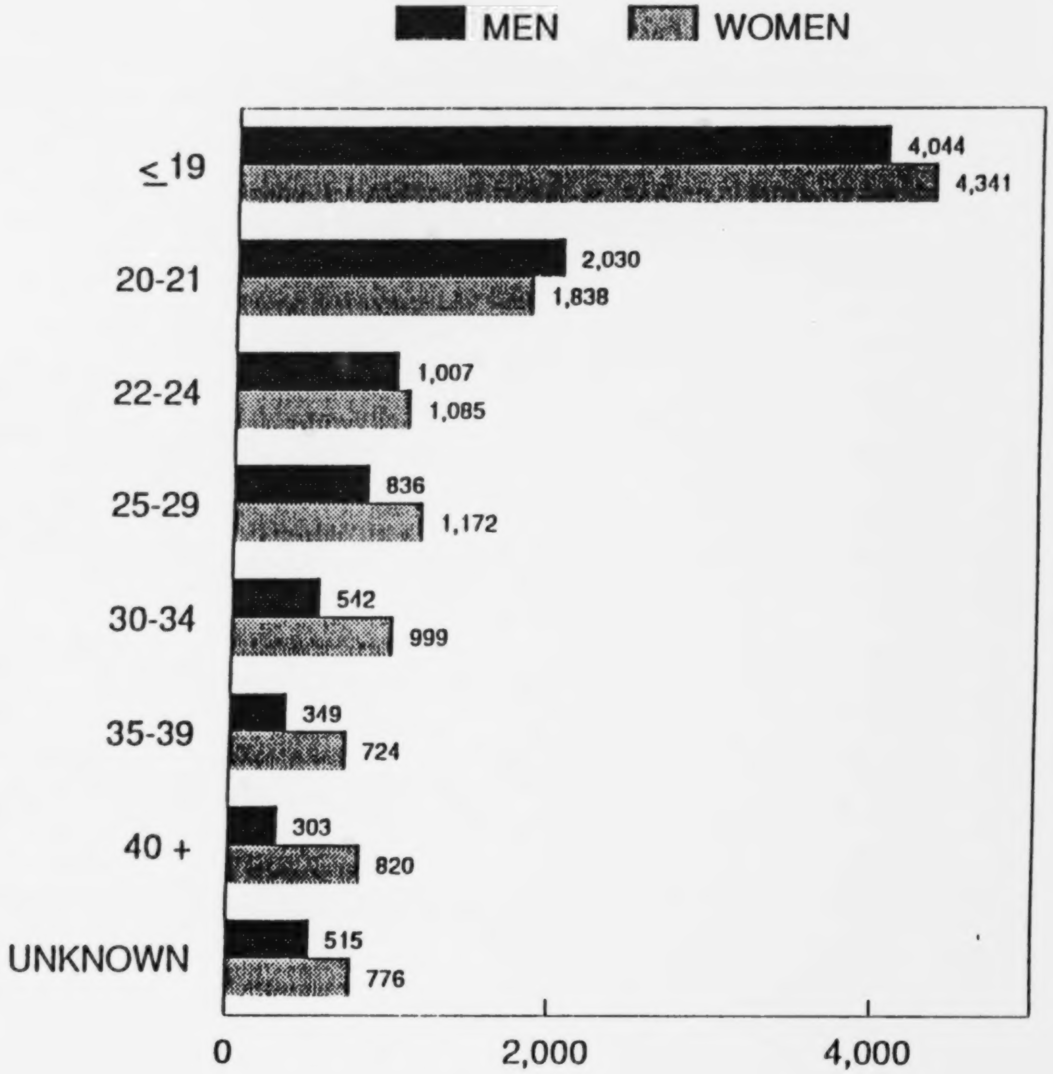
12. Twenty-two colleges (76%) were able to supply the age of students who enrolled in one or more developmental course in Fall term, 1988, for which the following findings are noted:

    - one-half (50%) of the students who enrolled in one or more developmental course to improve their academic skills were of the traditional college-going age, 17 through 21;
    - 26% were between the ages of 22 and 29;
    - 16% were between the ages of 30 and 39, and
    - 8% were over the age of 40.

GRAPH 2

AGE OF STUDENTS
NEEDING REMEDIATION

FALL TERM 1988



19 COLLEGES RESPONDED

Assessment Methods

1. The ASSET test of American College Testing was the most frequently reported assessment test in use by 23 colleges (79%) in 1989.

2. Fifteen (52%) of the 29 community colleges reported using college-developed tests.

3. Administration of a **standardized diagnostic reading test** was the most commonly reported assessment that takes place within developmental reading classes.

4. **Institutional or informal math tests** were the most commonly reported assessment methods that take place within developmental math classes.

5. A **writing sample** was the most frequently reported assessment method used within developmental writing classes.

Services/Activities

1. Thirteen colleges (45%) reported that they have a system for monitoring student progress across developmental areas (e.g., reading, math).

2. Basic skills and study skills were the most frequently cited skill areas included in developmental education in 28 colleges (97%), followed by the skill areas of critical thinking in 18 colleges (62%), employability skills in 16 colleges (55%), and technology literacy in seven colleges (24%).

Organizational Structure

1. Fourteen colleges (48%) reported that they have a formal developmental education program.

2. Twenty-eight colleges (97%) reported that developmental activities are conducted on campus, in addition to almost three-fourths (72%) that reported that developmental activities are held off-campus as well.

3. Five community colleges offer **developmental classes** on Saturday: Kalamazoo Valley, Kellogg, Lansing, Schoolcraft, and Washtenaw.

   Four community colleges reported **developmental lab** hours on the week-end: Lansing, St. Clair, Schoolcraft, and Washtenaw.

   Highland Park, Lansing, Monroe, Schoolcraft, and Wayne County community colleges reported tutoring activities on Saturday.

4. Ten of the 23 colleges responding (43%) reported that 27% or more of their students who enrolled in developmental courses attend in the evening.

5. Forty-three percent (43%) of the responses received named faculty as the individuals most responsible for writing/determining/creating the developmental curriculum.

Institutional Policies and Practices

1. In 15 colleges (52%), students do not need to pass prescribed developmental coursework before they can enroll in college-level coursework.

2. There is considerable variance across institutions in how much credit is allowed from developmental courses toward the completion of certificates or degrees.

3. Twenty-one colleges (72%) reported that a student's G.P.A. (grade point average) includes credit earned in a developmental course. It appears that developmental courses taken for credit or those in which letter grades are given are included in a student's G.P.A..

4. The majority of faculty teaching developmental courses are **part-time** and have 0-3 years of experience in developmental education. In contrast, the largest group of full-time developmental faculty has 16 or more years of experience in developmental education. The majority of **paraprofessionals** have 0-3 years of experience in developmental education.

5. Only eight colleges (28%) reported that they have a professional development program that includes preparation of staff to work with underprepared students.

6. Twenty-four colleges (83%) reported a low turnover rate for full-time developmental faculty and a low-medium turnover rate for part-time developmental faculty.

7. While thirteen colleges (45%) reported that they engage in activities or share data with feeder high schools concerning developmental enrollment, most noted that these efforts are not formal or systematic.

8. Thirteen colleges (45%) reported that they are collaborating with K-12 adult education to meet the developmental education needs of their communities.

9. Twenty-three colleges (79%) reported that they are presently working with community-based organizations to meet the developmental needs of their communities.

10. Eighteen colleges (62%) reported that they work with business and industry to promote ongoing and, if necessary, on-site developmental education programs designed to meet specific industry needs.

11. The five most frequently reported **strengths** of Michigan's community colleges' developmental efforts were: faculty, institutional support, cooperation/collaboration across departments, student benefits, and student assessment.

12. The five most frequently reported **areas of concern** regarding Michigan's community colleges' developmental efforts were: adequate financial support for instruction, staff, and space; student placement, evaluation of student outcomes; professional development for developmental/non-developmental faculty/staff; and "hard to serve" students.

CONCLUSION

Community colleges are at a critical crossroad in developmental education. Although all community colleges in Michigan academically assess students, less than one-half require student placement in tested content areas of deficiency (e.g., math, reading, writing). Additionally, only 15 community colleges (52%) require students to pass developmental coursework as a precondition to enrollment in college-level coursework.

Faced with increasing initiatives from federal and state agencies which call for greater accountability in student outcomes, community colleges must now reexamine and determine what are appropriate and realistic goals of developmental efforts (e.g., the ability to succeed in subsequent college-level courses, college graduation).

Importantly, responses to these challenges appear to have the support of students in two important areas -- testing and a "community college guarantee". To elaborate, results from the last Michigan State Board of Education opinion survey of community college students (1988) indicate that the great majority (79%) agree that community colleges should require testing in math, reading, and writing skill levels prior to admission into college-level courses. The opinion poll did not ask whether students support mandatory placement in tested areas of deficiency. In addition, the poll indicates that three out of four students (75%) also said a community college "guarantee" is "very important" since it guarantees that a graduate will be properly trained for a job.

The results of the 1989 "Survey of Student Assessment and Developmental Education in Michigan's Public Community Colleges' suggest that potential solutions to the challenges faced by community college educators lie within the institutions themselves and that many are critically examining the educational outcomes of their developmental efforts. Michigan's community colleges are to be commended.

RECOMMENDATIONS

Community Colleges are encouraged to develop a college-wide review committee to discuss implications of "A Survey of Student Assessment and Developmental Education in Michigan's Public Community Colleges" for adoption of those principles supportive of their local college philosophies and historical tradition. All community colleges are encouraged to develop a board policy and mission statement on developmental education which reflects realistic and appropriate goals (e.g., the ability of students to succeed in subsequent college-level courses).

Community Colleges:

1. Community colleges should be certain that their assessment instruments are valid, reliable, free of bias, and used for their intended purpose, using more than one if necessary.

2. Community colleges should develop a procedure to ensure that all students are apprised of the academic implications of enrolling in developmental education (e.g., type of academic credit awarded, effect on grade point average, implications for transfer).

3. Community colleges need to examine their structure (centralized or decentralized) for providing services and courses to ensure that all students are provided equal access to needed developmental support.

4. Community colleges should examine the level of student support services available to evening and off-campus students who enroll in developmental courses.

5. Community colleges need to ensure that their developmental activities compliment college-level courses and produce the prerequisite skills needed in college-level courses.

6. Community colleges need to improve record and data keeping procedures to determine the impact of developmental services on various student populations.

7. Community colleges need to utilize stronger evaluation methods to determine the effectiveness of developmental efforts and incorporate the results into their decision making process.

8. Community colleges need to ensure that their Activity Classification Structure Report #6 (ACS #6) is accurate and reflects the amount of their credit and non-credit instructional activities in developmental education.

9. Community colleges need to ensure that their developmental education policies and practices are congruent with national financial aid "Ability to Benefit" regulations.

10. Community colleges need to develop closer linkages with feeder high schools via administrators, faculty, and counselors to share information about developmental enrollments and academic skill areas in which entering college students are unable to demonstrate competency to succeed in college-level coursework.

11. Community colleges need to provide leadership in the creation of multi-educational level task forces (in cooperation with other educational agencies) for the purpose of collectively working together to decrease the number of students needing developmental assistance. Such task forces would afford needed opportunities for secondary and postsecondary developmental educators to meet on common problems and work toward potential solutions.

12. Community colleges need to individually and collectively develop a strategic plan in student assessment and effective implementation of developmental education to determine what works and what does not work.

State Board of Education, Governor, Legislature Need To:

1. Continue to support the role that Michigan's public community and junior colleges are playing in developmental education.

2. Provide financial incentives in the area of developmental education to expand implementation activities which contribute to an effective delivery system: student assessment and testing, career and academic counseling, curriculum and professional development, and development of a system to monitor student progress.

3. The State Board for Public Community and Junior Colleges, in conjunction with Michigan's community colleges need to convene a meeting to share the results of research on student placement and outcomes of developmental education that has been done at their respective colleges within the last two years.

ATTACHMENT II

A SURVEY OF STUDENT ASSESSMENT AND DEVELOPMENTAL EDUCATION IN MICHIGAN'S PUBLIC COMMUNITY COLLEGES

FINAL REPORT
SECOND STATE SURVEY

Michigan State Board of Education

May, 1990

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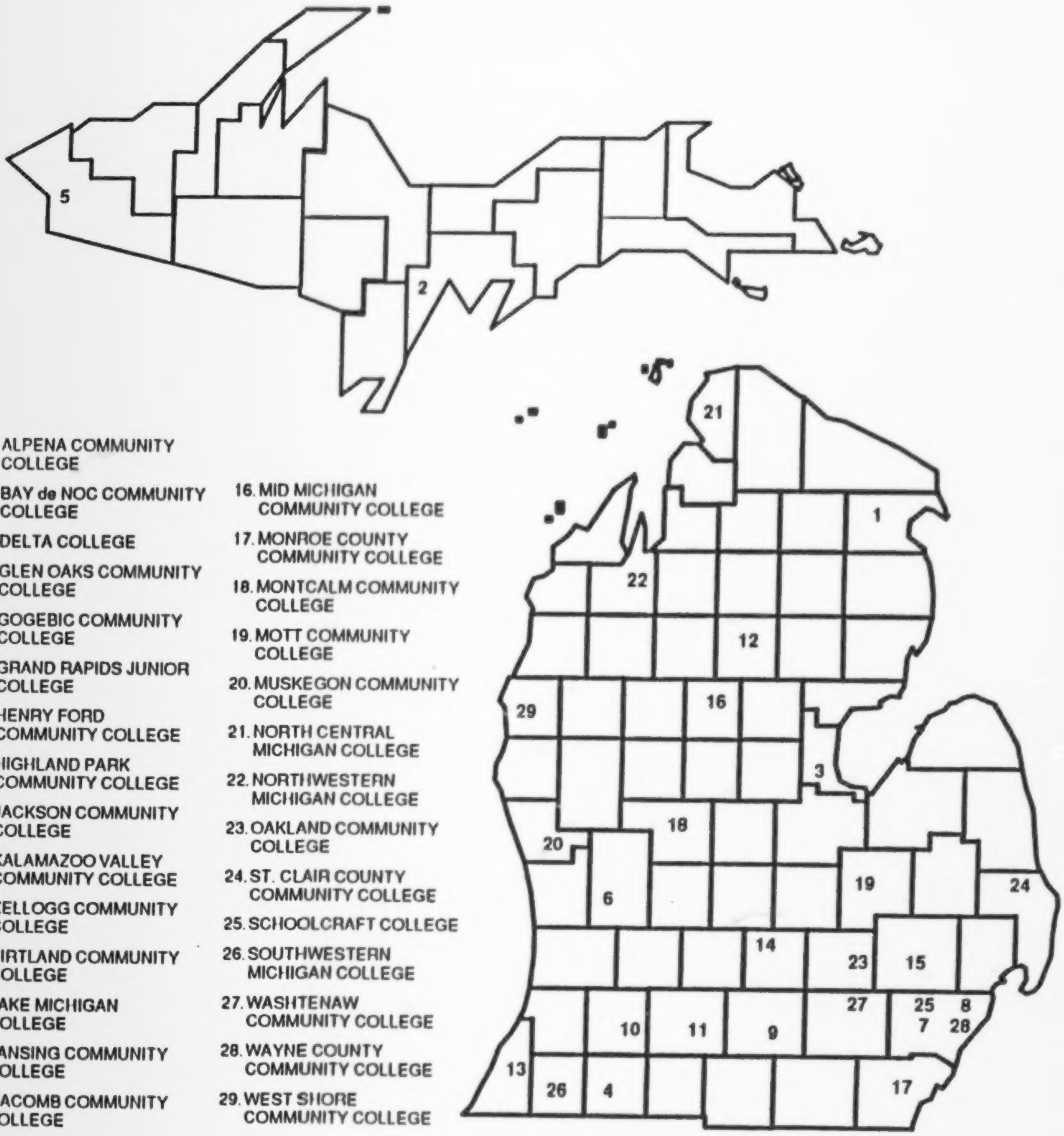
PUBLIC COMMUNITY COLLEGES



1. ALPENA COMMUNITY COLLEGE
2. BAY de NOC COMMUNITY COLLEGE
3. DELTA COLLEGE
4. GLEN OAKS COMMUNITY COLLEGE
5. GOGEBIC COMMUNITY COLLEGE
6. GRAND RAPIDS JUNIOR COLLEGE
7. HENRY FORD COMMUNITY COLLEGE
8. HIGHLAND PARK COMMUNITY COLLEGE
9. JACKSON COMMUNITY COLLEGE
10. KALAMAZOO VALLEY COMMUNITY COLLEGE
11. KELLOGG COMMUNITY COLLEGE
12. KIRTLAND COMMUNITY COLLEGE
13. LAKE MICHIGAN COLLEGE
14. LANSING COMMUNITY COLLEGE
15. MACOMB COMMUNITY COLLEGE
16. MID MICHIGAN COMMUNITY COLLEGE
17. MONROE COUNTY COMMUNITY COLLEGE
18. MONTCALM COMMUNITY COLLEGE
19. MOTT COMMUNITY COLLEGE
20. MUSKEGON COMMUNITY COLLEGE
21. NORTH CENTRAL MICHIGAN COLLEGE
22. NORTHWESTERN MICHIGAN COLLEGE
23. OAKLAND COMMUNITY COLLEGE
24. ST. CLAIR COUNTY COMMUNITY COLLEGE
25. SCHOOLCRAFT COLLEGE
26. SOUTHWESTERN MICHIGAN COLLEGE
27. WASHTENAW COMMUNITY COLLEGE
28. WAYNE COUNTY COMMUNITY COLLEGE
29. WEST SHORE COMMUNITY COLLEGE

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Mr. John Bolden - Wayne County Community College
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Dr. Carolyn Williams - Wayne County Community College

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INTRODUCTION

Prologue

In 1988, "about 90 percent of all colleges and universities - compared with 37 percent in 1966 - provided remedial courses in reading, writing and mathematics for one-third of their students," according to the 1990 ASHE-ERIC Higher Education Report, "Postsecondary Developmental Programs: A Traditional Agenda with New Imperatives." Consistent with national trends, enrollment in developmental education courses in Michigan's community colleges continues to rise (33,743 in 1988; 38,178 in 1989). "A Survey of Student Assessment and Developmental Education in Michigan's Public Community Colleges, May 7, 1990" represents a continued commitment by the Michigan Department of Education to chronicle how developmental education has been interpreted in Michigan's community colleges and how developmental activities and program outcomes are evaluated.

Purpose and Scope

This study is the culmination of the second state effort to gather information on the status of student assessment and developmental education in Michigan's 29 public community colleges as perceived by administrators and instructors directly responsible for these efforts. For the first time, data was collected from three public four-year universities which also serve in a community college capacity -- Ferris State, Lake Superior State, and Northern Michigan Universities. The data from the four-year universities will be considered for possible use in future projects of the Michigan Department of Education.

While the purpose of the first study was to obtain baseline information on the status of student assessment and developmental education in Michigan's public community colleges, the second study seeks a more detailed account of the state of student assessment and developmental education. The purpose of this study is fourfold: (1) to determine the number of community college students **needing developmental services** in reading, writing, math computation, algebra, science, and other; (2) to determine the number of community college students who **enroll** in the developmental areas of reading, writing, math computation, algebra, science, and other; (3) to gather information about the **evaluation methods** used to assess, monitor, and determine students' developmental success, and (4) to determine the organizational **structure and operation** of developmental education activities in Michigan's community colleges. More specifically, information was collected regarding:

- whether the institution has a board policy on developmental education;
- the types of students who are academically assessed;
- tests used in academic assessment;
- policies of mandatory testing and mandatory placement;
- cut-off scores for recommended placement in developmental or below college-level courses;

- developmental populations and services colleges are prepared to accommodate;
- developmental course listings;
- skill areas included in developmental education;
- types of academic support services;
- location of developmental activities;
- time periods;
- amount of developmental credit allowed toward a degree;
- whether credit earned in a developmental course is included in a student's G.P.A.;
- job titles of developmental faculty and staff;
- average years of experience of developmental faculty in developmental education;
- professional development programs for preparation of staff to work with underprepared students;
- turnover rate for developmental faculty;
- activities and data shared with feeder high schools, K-12 adult education, and community-based organizations concerning developmental enrollment;
- relationships with business and industry;
- evaluation of developmental efforts, and
- strengths and areas of concern in developmental efforts.

In structuring the scope of this study, consideration was given to the concept of "remedial" and "developmental" education. The consensus of individuals participating in the advisory group to this study was that "developmental," and not "remedial," was the appropriate term to describe current activities in Michigan's community colleges.

For purposes of this study, the American Association of Community and Junior Colleges' definition of developmental education (November, 1987) was used. The definition is as follows:

> The term developmental education is used in postsecondary education to describe programs that teach academically underprepared students the skills they need to be more successful learners. The term includes, but is not limited to, remedial courses. Whether these students are recent high school graduates with inadequate basic skills, returning adults with dormant study skills, undecided students with low motivation for academic achievement, or English as a Second Language students, developmental programs can provide the appropriate academic tools for success. Effective developmental education programs provide educational experiences appropriate to each student's level of ability, ensure standards of academic excellence, and build the academic and personal skills necessary to succeed in subsequent courses or on the job. Developmental programs are comprehensive in that they access and address the variables necessary at each level of the learning continuum.

They employ basic skill courses, learning assistance centers, supplemental instruction, paired courses, and counseling services.

Significance of the Study

The population of today's community college is much more diverse than even its founders could have anticipated. Similarly, the educational needs of today's community college students are more complex and multifaceted. One outcome of this diversity has been a growth in student support programs, including developmental education.

Developmental educators are faced with enormous challenges and expectations. At a time when competition for educational dollars is fierce and educators are told the nation's economic survival is dependent upon the competitiveness of our workforce, public opinion polls (e.g., "Opinions and Attitudes of Statewide Community College Students, June 1988) suggest that community colleges can be the "end all" and "be all" for a broad section of society that needs assistance to achieve the competency necessary to succeed in college-level coursework or today's world of work.

Amidst a society that expects results "yesterday," it is increasingly important that community college educators have access to comprehensive data on developmental education in order to effectuate meaningful change. This study is a second benchmark in the Michigan Department of Education's efforts to understand developmental education in Michigan's public community and junior colleges and extends this effort to the three four-year institutions which serve a dual role.

METHODOLOGY OF THE SURVEY

Prior to the official administration of the survey, a representative group of community college experts in the fields of student assessment and developmental education were invited to the Department of Education. The assembled group included administrators and faculty from a number of community colleges and one four-year university. After the group reached consensus on the overall focus and content of the survey, the final survey instrument was developed.

The second statewide survey of student assessment and developmental education was conducted from September through December, 1989. All 29 community colleges completed the survey, in addition to the three four-year universities which serve a community college function as well -- Ferris State University, Lake Superior State University, and Northern Michigan University. At each institution, the president was asked to designate one individual who would be responsible for completion of the survey. The administrators responsible for academic instruction and student services at each college received a copy of the letter sent to their president. Institutions were advised that the number of individuals assisting in the completion of the survey might vary, although the expectation was that only one survey would be returned from each college.

Therefore, it was strongly recommended that at each college a committee representative of the various developmental efforts be formed to coordinate the completion of a single survey form. Further, it was suggested that the president should solicit input from the following individuals in the completion of the survey: (1) developmental administrator and instructor from each program area, (2) director of counseling/student services, (3) registrar, (4) director of admissions, (5) special needs coordinator, and (6) ACS 6 contact person or the institutional budget official.

Colleges and universities were advised that the survey was not a study of program effectiveness and that individual confidentiality would be assured. Colleges were, however, asked to indicate the names and titles of persons completing the survey.

One hundred and thirty-four (134) individuals contributed to the completion of the surveys, fifty-one (51) more than last year. These individuals included counselors; special needs directors; deans of students; directors of developmental education, student success centers, learning labs, and tutorial services; deans of academic affairs and instruction; vice presidents and/or deans of arts and science, humanities, liberal arts, general studies; department chairs; instructors; directors of admission/records; registrars; coordinators of placement and career assessment; directors of institutional research and planning; directors of business and finance, corporate training; and one assistant to the president.

FINDINGS

QUESTION 1:

Does your institution have a **board policy** on developmental education?

Finding:

As Graph 1 illustrates, fifteen colleges (52%) reported that they have a board policy on developmental education.

ASSESSMENT/PLACEMENT

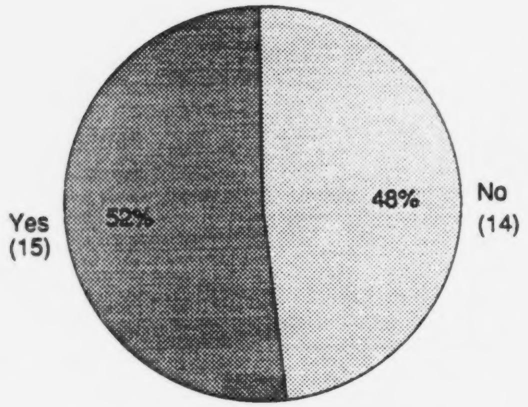
QUESTION 2:

Do you test **newly-admitted students**?

GRAPH 1

QUESTION 1:

DOES YOUR INSTITUTION HAVE A BOARD POLICY ON DEVELOPMENTAL EDUCATION?



Yes: Alpena, Grand Rapids, Jackson, Kellogg, Kirtland, Lake Michigan, Macomb, Mid-Michigan, Muskegon, Northwestern, Oakland, St. Clair, Schoolcraft, Washtenaw, West Shore

No: Bay de Noc, Mott, Delta, Glen Oaks, Gogebic, Henry Ford, Highland Park, Kalamazoo Valley, Lansing, Monroe, Montcalm, North Central, Southwestern, Wayne

Finding:

Twenty-seven of the community colleges (93%) reported that newly-admitted students are tested. Two colleges (7%) reported that testing is optional.

QUESTION 3:

What **types of students** are tested? (Check all that apply.)

As Graph 2 illustrates, twenty-three colleges (79%) reported that both full- and part-time students are tested. Other significant findings indicate:

- 19 colleges (66%) test evening students;
- 17 colleges (59%) test off-campus students; and
- 13 colleges (45%) test customized business and industry training students.

QUESTION 4:

Does your institution have policies of **mandatory testing** or **mandatory placement** (Graph 3-a) in the following areas: reading, writing, math computation, algebra, science (specify), other? Check all that apply.

Finding:

As shown in Graph 3-a, twenty-four colleges (83%) reported that testing is mandatory in the area of writing, while 23 colleges (79%) reported that testing is mandatory in the areas of reading and math. Seventeen colleges (59%) reported that testing is mandatory in algebra. No data was collected on mandatory testing in the first study (1988-89).

As shown in Graph 3-b, mandatory placement is greatest in the area of writing, where it is required in 14 colleges (48%) for those who tested as needing it. Not surprising, developmental enrollment is also highest in the area of writing, although more students test as needing remediation in the area of reading. Only ten colleges (34%) in Fall 1989, however, reported the practice of mandatory placement in reading for those who tested as needing it.

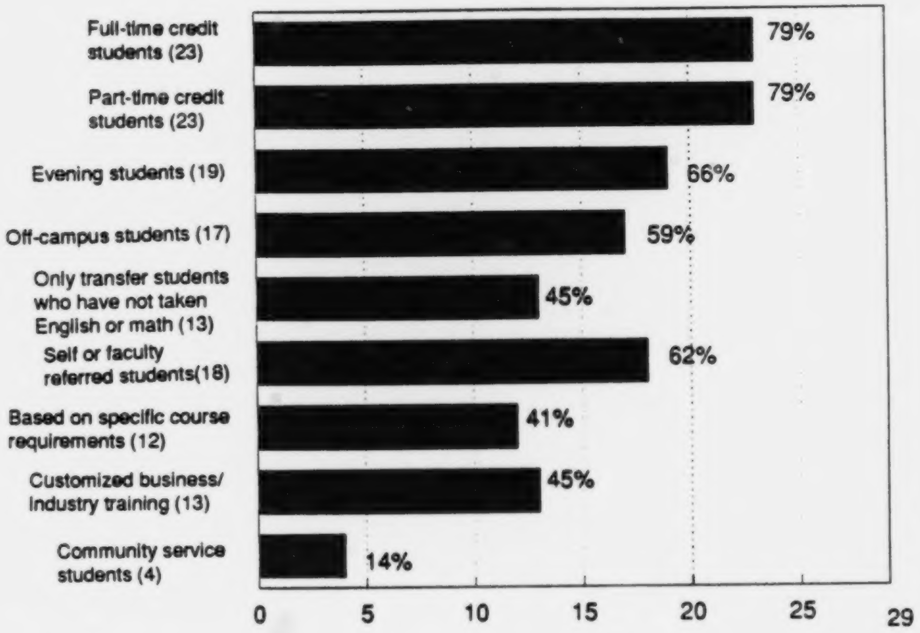
It is of interest to note that the number of colleges requiring mandatory placement in writing has not changed since last year. However, the number of colleges requiring mandatory placement in the areas of reading and math has declined by three and two colleges, respectively, within one academic year. As illustrated in Graph 3-b, only ten colleges (34%) reported the practice of mandatory placement in reading in Fall term, 1989, while mandatory placement in math had declined to only eight colleges (28%) by Fall term, 1989.

At the present time, many colleges are reexamining their institutional policies on mandatory testing and assessment. They are also examining the

GRAPH 2

QUESTION 3:

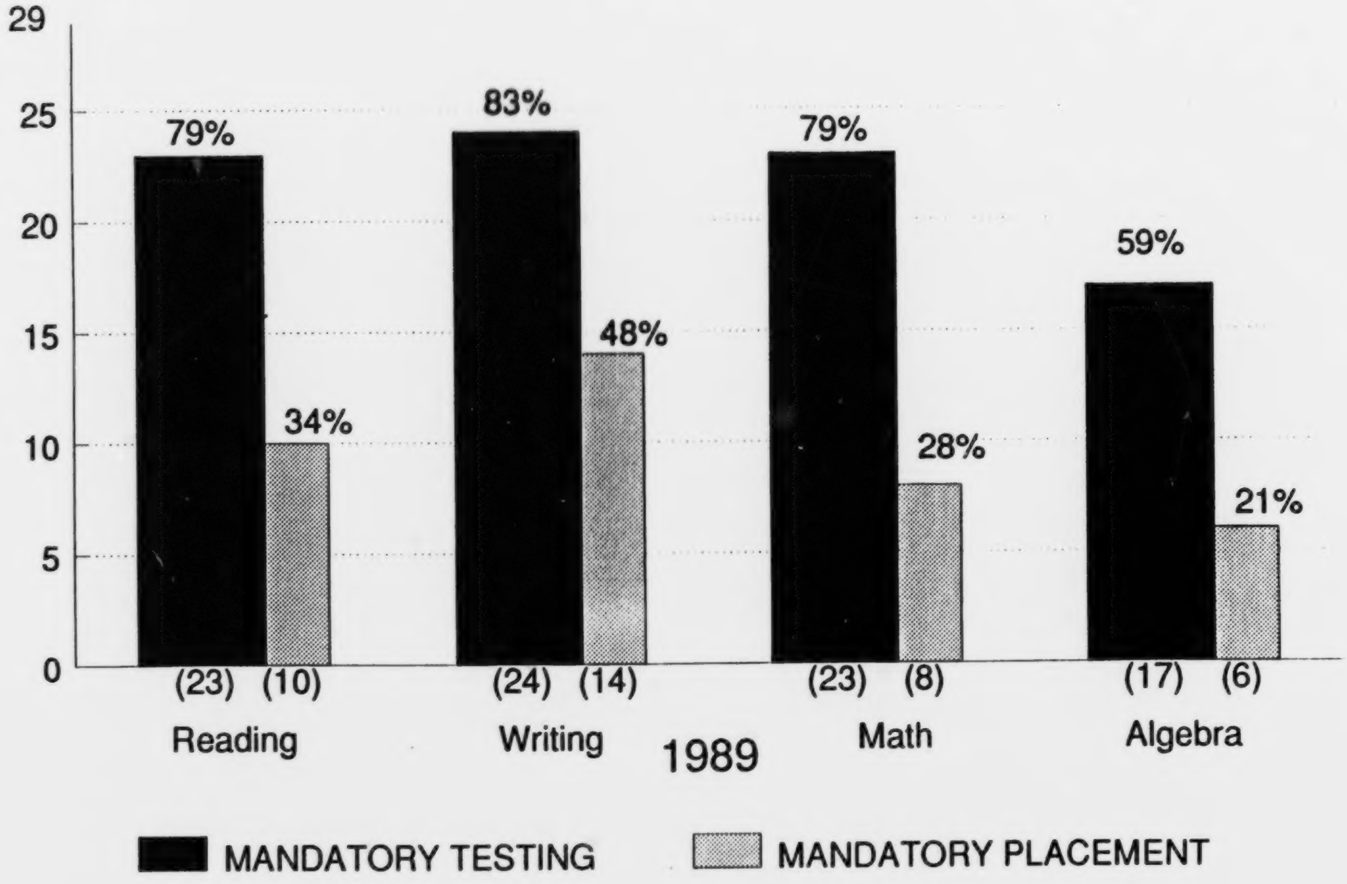
- WHAT TYPES OF STUDENTS ARE TESTED?



17%	(5)	All students
3%	(1)	Full-time non-credit students
10%	(3)	Part-time non-credit students
14%	(4)	Freshmen only, not incoming transfer students
3%	(1)	All transfer students
38%	(11)	Other: GED students; at-risk students; all degree or certificate seekers; some transfer students; all enrolling in any English or math courses.

QUESTION 4:

DOES YOUR INSTITUTION HAVE MANDATORY TESTING OR MANDATORY PLACEMENT IN THE FOLLOWING AREAS?



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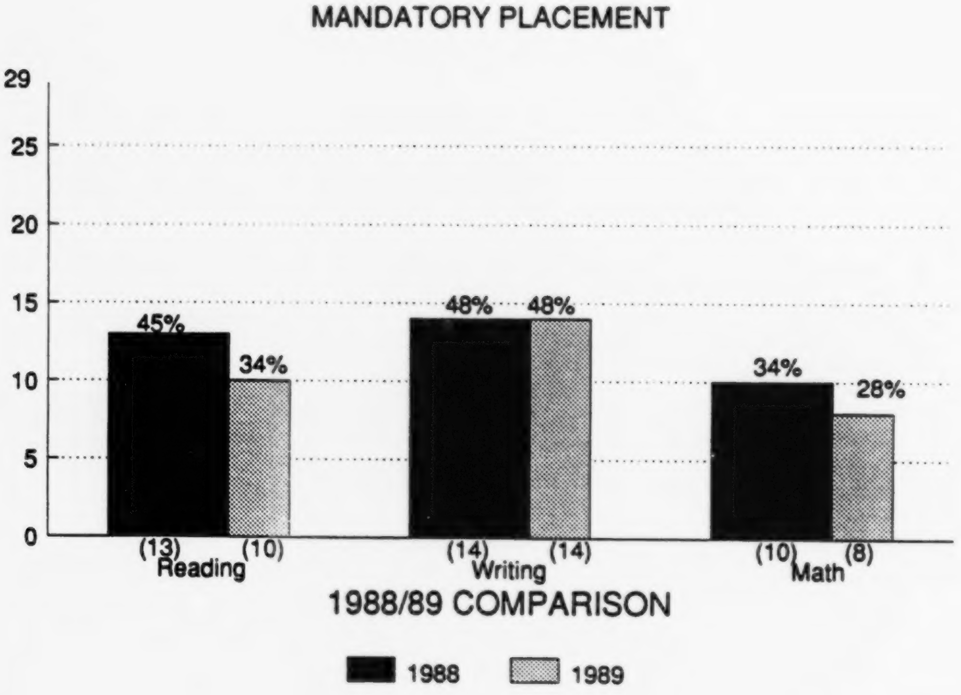
GRAPH 3-8

GRAPH 3-b

QUESTION 4:

DOES YOUR INSTITUTION HAVE MANDATORY PLACEMENT IN THE FOLLOWING AREAS?



1989

READING

- Grand Rapids
- Highland Park
- Jackson
- Kalamazoo
- Kirtland
- Lake Michigan
- Oakland
- Schoolcraft
- Southwestern
- West Shore

WRITING

- Alpena
- Grand Rapids
- Highland Park
- Jackson
- Kalamazoo
- Kellogg
- Kirtland
- Lake Michigan
- Muskegon
- Northwestern
- Oakland
- Schoolcraft
- Southwestern
- West Shore

MATH

- Highland Park
- Jackson
- Kalamazoo
- Lake Michigan
- Northwestern
- Schoolcraft
- Southwestern
- West Shore

ALGEBRA

- Highland Park
- Kalamazoo
- Northwestern
- Schoolcraft
- Southwestern
- West Shore

merits of the yet undecided court case, MALDEF (Mexican American Legal Defense and Education Fund) vs. Fullerton College (filed in 1988), which could have a potential impact on current assessment and placement practices.

In summary, while mandatory assessment occurs in over three-fourths of the state's community colleges, mandatory placement occurs in less than one-half of the colleges in writing, one-third of the colleges in reading, and less than one-third of the colleges in math.

QUESTION 5:

What are the **cut-off scores** at or below which students are recommended for placement in developmental or below college-level courses?

Finding:

Colleges were asked to report cut-off scores in reading, writing, math computation, algebra, science, and other, as well as the test instrument used (i.e., standardized tests, college-developed tests, or other). An analysis of the data revealed considerable variance in the cut-off scores used across colleges. The ASSET cut-off scores for **reading**, as reported, are listed below*:

Reading Cut-off Scores

Old	New
17	2-37
3-18	38
2-19	39
20	2-40
21	2-41
23	43
24	44
3-25	
26	
30	

*The number preceding the two-digit number indicates the number of colleges which reported that cut-off score.

As illustrated by the above data, the old cut-off scores ranged from a low of 17 to a high of 30, or a difference of 13 points. The new cut-off scores range from 37 to 44 points, or a difference of seven points.

The pattern of variance in cut-off scores is not limited to reading. In the area of **math**, the old cut-off scores ranged from a low of 14 to a high of 20. The new cut-off scores range from 32 to 42 points, or a difference of ten points. Following are the ASSET cut-off scores, as reported*:

Math Cut-off Scores

Old	New
12	32
14	36
3-17	37
3-18	2-39
19	40
2-20	41
	2-42
	43
	44

*The number preceding the two-digit number indicates the number of colleges reporting that cut-off score.

In the area of **writing**, cut-off scores also varied.

Only a small number of colleges reported ASSET cut-off scores in **algebra**. The old cut-off scores ranged from a low of ten to a high of 16, or a difference of six points. The new cut-off scores range from 39 to 55 points, or a difference of 16 points.

An analysis of colleges who used cut-off scores on tests other than ASSET revealed similar variances. For example, in the area of reading, cut-off scores for placement on the Nelson-Denny test varied two grade levels, from 9.9 to grade level 12.

DEVELOPMENTAL POPULATION

QUESTION 6:

What populations are your developmental services **prepared to accommodate**? (Check all that apply.)

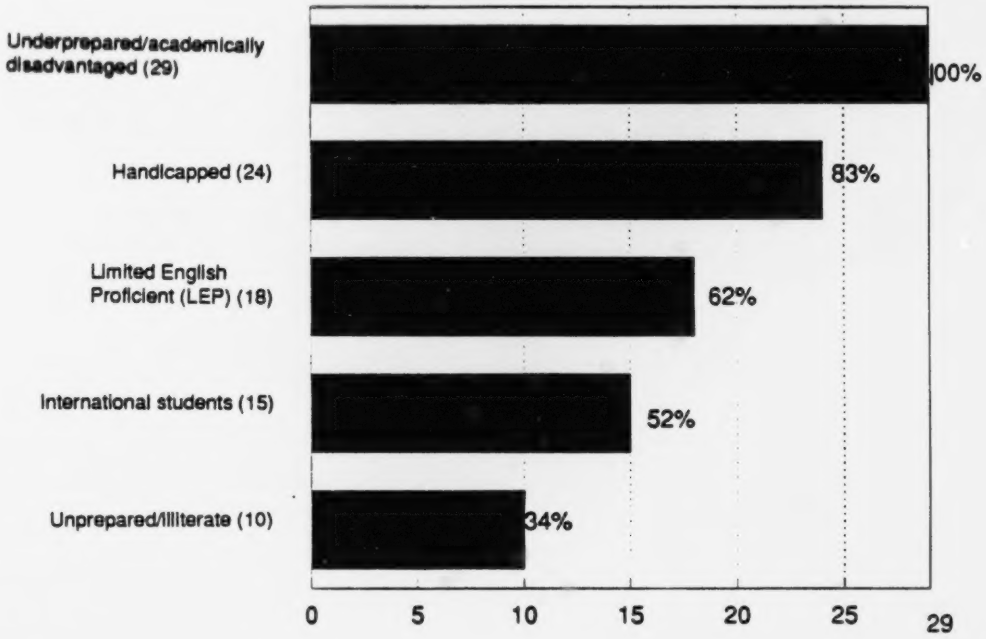
Finding:

It should be noted that this question asked **what populations** the college is prepared to accommodate, not what populations it may presently be serving. As shown in Graph 4, all 29 community colleges reported that they are prepared to accommodate **underprepared/academically disadvantaged** populations. Importantly, ten colleges (34%) also indicated that they are prepared to accommodate **unprepared/illiterate** students. The latter finding is significant in light of the financial aid policy known as "The Ability to Benefit," which mandates that students complete necessary remediation in one academic year and that, in general, a student may not be paid for remedial work unless enrolled in an eligible program at the school.

GRAPH 4

QUESTION 6:

WHAT POPULATIONS ARE YOUR DEVELOPMENTAL SERVICES PREPARED TO ACCOMMODATE?



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As illustrated in Graph 5, twenty-four colleges (83%) reported that they are prepared to accommodate handicapped populations; in particular, ninety percent (90%) visually impaired, eighty-six percent (86%) hearing impaired, sixty-nine percent (69%) deaf/blind, and fifty-five percent (55%) speech or language impaired.

Additionally, sixty-nine percent (69%) reported that they are prepared to accommodate **learning disabled** students; but only 48% and 41%, respectively, responded that they are prepared to accommodate students with **mental or emotional impairment** or the **traumatic brain injured.**

Finally, while 86% of the colleges reported that they are prepared to accommodate students who are **mobility impaired**, only 15 colleges (52%) reported that they are prepared to accommodate **multi-handicapped** individuals.

Responses by three colleges to the "other" category included those prepared to accommodate **substance abusers** and the **economically disadvantaged** (which is true of most community colleges in Michigan).

In the area of **English as a Second Language**, eighteeen colleges (62%) reported they they are prepared to accommodate students who desire to enroll in English as a Second Language courses.

QUESTION 7:

Are your institution's developmental education **services available only to** students who tested as needing developmental assistance?

Finding:

Only one out of 29 colleges reported that developmental education services are available only to students who tested as needing developmental assistance.

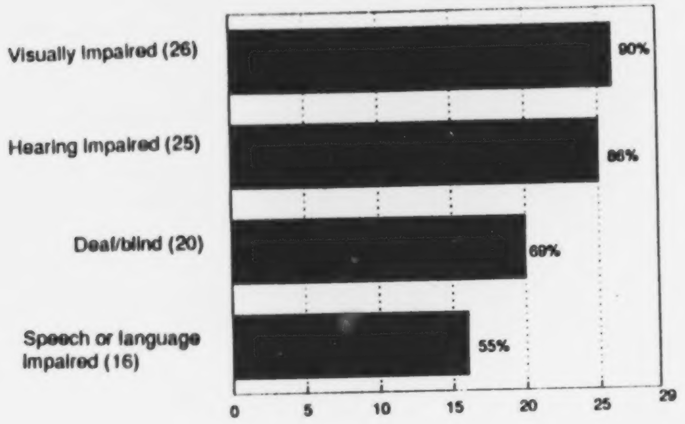
QUESTION 8:

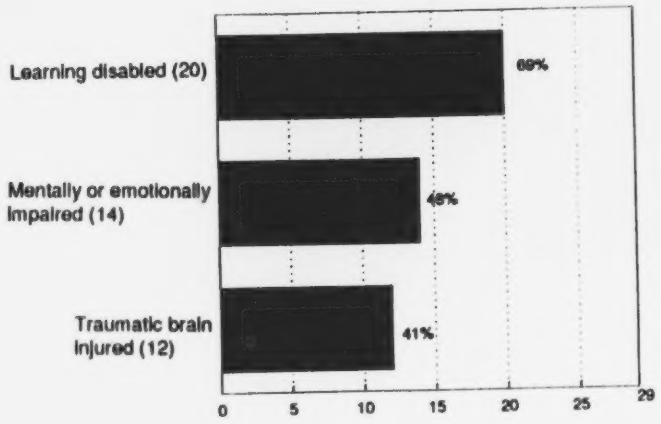
Individuals responding to the survey were asked to use the Michigan Community College Activities Classification Structure (ACS 6) codes 1.51, 1.52, 1.53, and 1.54 to report their **developmental course offerings**, in addition to all courses identified in the remedial/supportive study column, with a (R) or a (B), or other courses identified as developmental but not listed under any previous code. The purpose of this request was to compare what individual developmental committee members reported as developmental against that reported by the institution's official ACS 6 contact person.

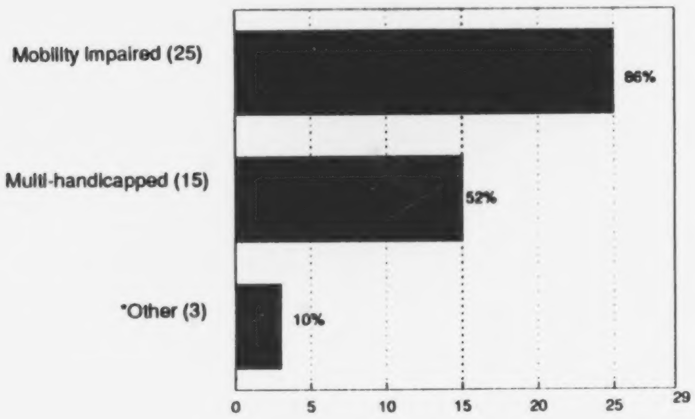
Finding:

An analysis of developmental course offerings submitted by developmental committee members completing the survey at individual colleges yielded consistent data regarding what was interpreted to be developmental in the traditional content areas of reading, writing, math computation, algebra, and science. The greatest variance was noted in the developmental course listings

QUESTION 6: HANDICAP







*Other includes: Economically disadvantaged
Substance abusers

GRAPH 5

submitted by the ACS 6 contact persons at six institutions, or from 21% of the colleges. Questionable courses submitted for consideration included Culinary Terminology, Appliance Repair I and II, Organic Biochemistry, Psychology 100, and Jazz Seminar, to name but a few.

Within the developmental course listings, institutions varied widely in the ACS 6 code assigned to identical content area courses. Fifteen colleges (52%) did not list all of their developmental course listings under the ACS 6 codes for Developmental and Preparatory Instruction: 1.51 (Courses Offered in the Traditional Classroom Setting), 1.52 (Courses Offered in a Setting Other Than the Traditional Classroom [Learning Labs, Self-Paced Instruction, etc.]), 1.53 (Career Guidance and College Orientation), and 1.54 (Tutorial Instruction).

QUESTION 9:

Please identify the number of students **by race and sex who tested as needing remediation** in one or more developmental area during Fall term, 1988.

Finding:

This question was difficult for a number of colleges to answer because of the variance in mandated testing policies across institutions (see Question 4, Finding), the decentralized nature of developmental activities in most colleges, and current data limitations. Despite the time constraints of the survey, an effort was made to contact colleges that submitted no data. As necessary, the deadline was extended to accommodate colleges which thought they could retrieve the requested data if they manually examined their data or wrote a new computer program.

Although 100% participation was eventually achieved, not all colleges were able to submit data in every category as requested. As noted in Table 1, Alpena, Jackson, and Monroe County Community Colleges and Northwestern Michigan College were unable to classify developmental needs on the basis of sex or race. Gogebic, Henry Ford, Muskegon, and Wayne County Community Colleges and Southwestern Michigan College were unable to classify developmental needs on the basis of sex, race, or developmental activity. Finally, North Central Michigan College did not test students in Fall, 1988.

A tabulation of the data in Table 1, revealed that 52,473 individuals tested as needing remediation in one or more developmental area: 13,357 in reading; 11,723 in writing; 10,801 in math computation; 7,638 in algebra; 74 in science; and 8,880 in other developmental areas. (Duplicate Headcount)

As analysis of the data in Table 1, revealed that, overall, women tested as needing remediation across all developmental areas slightly more than men, except in the content area of math, where women accounted for 60% of the students who tested as needing remediation. An exception to this overall finding for women relates to the developmental education needs of Asians. In the areas of reading, writing, and algebra, more Asian males tested as needing remediation than females. Only in the area of math computation did more females test as needing remediation than their male counterparts.

QUESTION 9:

IDENTIFY THE NUMBER OF STUDENTS BY RACE AND SEX WHO TESTED AS NEEDING REMEDIATION IN ONE OR MORE DEVELOPMENTAL AREA. (DUPLICATE HEADCOUNT)
FALL TERM, 1988

REMEDIAL/ DEVELOPMENTAL	BLACK NON-HISPANIC		HISPANIC		ASIAN/ PACIF. ISLAND		AMER. INDIAN/ ALASKAN NAT.		WHITE NON-HISPANIC		NON-RESIDENT ALIEN		OTHER		TOTAL		UNCLS SEX OR RACE 1
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
READING	610	883	90	113	67	57	39	62	4557	5541	30	25	140	141	5553	6861	943
WRITING	604	836	73	91	58	45	23	39	4429	4712	20	11	82	70	5133	5898	692
MATH COMPUTATION	635	856	65	94	31	43	28	51	3011	4622	7	14	73	105	3962	5907	932
ALGEBRA	92	98	30	38	41	29	20	22	2769	3437	13	10	84	71	3049	3705	884
SCIENCE							2	1	3	31					5	32	37
OTHER																	
UNCLASSIFIED BY SEX, RACE, AND DEVELOPMENTAL ACTIVITY 2																8880	

GRAND TOTAL: 52,473

TOTAL READING:	13,357
TOTAL WRITING:	11,723
TOTAL MATH:	10,801
TOTAL ALGEBRA:	7,638
TOTAL SCIENCE:	74
TOTAL OTHER:	8,880

1 Unclassified by sex/race: Alpena, Jackson, Monroe, Northwestern

2 Unclassified by sex/race/developmental activity: Gogebic, Henry Ford, Muskegon, Southwestern, Wayne

Not tested Fall 1988: North Central

QUESTION 10:

Provide an enrollment summary of students **by age who tested as needing remediation** in one or more developmental course during Fall term, 1988.

Finding:

As noted in Table 2, ten colleges were unable to provide age data on students who tested as needing remediation in one or more developmental course: Alpena, Gogebic, Henry Ford, Jackson, Monroe County, Muskegon, and Wayne County Community Colleges and Lake Michigan, North Central Michigan, and Northwestern Michigan Colleges. However, of the nearly two-thirds which were able to supply the age of students who tested as needing remediation and which reflect urban, suburban and small rural colleges across the state, the following findings are noted:

- more than one-half (61%) of the students who tested as needing to improve their academic skills were of the traditional college-going age, 17 through 21;
- 20% were between the ages of 22 and 29;
- 13% were between the ages of 30 and 39, and
- 6% were over the age of 40.

What the findings suggest is that academic underpreparedness of traditional college-going age students is a widespread concern. Since more than one-half of all community college students are older than 25, the testing data suggest that students under 21, although fewer in number, are in greater need of preparation for collegiate work. Naturally, some older students may have missed testing because of evening and off-campus enrollments. Even so, the need for developmental education efforts appears to be a graver issue for students under the age of 25.

QUESTION 11:

Please identify the number of students **by race and sex who enrolled** in one or more developmental course during Fall term, 1988. Note: Students may be counted more than once.

Finding:

As noted in Table 3, enrollments in developmental courses during Fall term 1988 totalled 38,178. Enrollments are lower than documented need (particularly considering that some students tested in prior years may take a developmental course later) and show a greater emphasis on writing (11,500) than on math (8,946), reading (7,469), or algebra (5,925). It is important to note that less than one-half the community colleges have any policy of mandatory placement based on testing (see Question 4, Finding). However, students testing low in writing skills are most likely to face mandatory placement, since 14 of the colleges (48%) require placement specific to writing ability.

TABLE 2

QUESTION 10:

PROVIDE AN ENROLLMENT SUMMARY OF STUDENTS BY AGE WHO TESTED AS NEEDING REMEDIATION IN ONE OR MORE DEVELOPMENTAL AREA.

FALL TERM, 1988

AGE	MEN	WOMEN
UNDER 18	324	298
18–19	3720	4043
20–21	2030	1838
22–24	1007	1085
25–29	836	1172
30–34	542	999
35–39	349	724
40–49	229	634
50–64	56	156
65 AND OVER	18	30
AGE UNKNOWN	515	776
TOTAL STUDENTS	9,626	11,755

GRAND TOTAL: 21,381

No data received from: Alpena; Gogebic; Henry Ford; Jackson; Lake Michigan; Monroe; Muskegon; North Central; Northwestern; Wayne

QUESTION 11:

IDENTIFY THE NUMBER OF STUDENTS BY RACE AND SEX WHO ENROLLED IN ONE OR MORE DEVELOPMENTAL COURSE.

(DUPLICATE HEADCOUNT)

FALL TERM, 1988

REMEDIAL/ DEVELOPMENTAL	BLACK NON-HISPANIC		HISPANIC		ASIAN/ PACIF. ISLAND		AMER. INDIAN/ ALASKAN NAT.		WHITE NON-HISPANIC		NON-RESIDENT ALIEN		OTHER		TOTAL		UNCLS SEX OR RACE 1
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
READING	547	974	66	102	59	56	33	44	2066	2543	34	20	128	191	3074	4203	192
WRITING	853	1462	106	132	133	110	46	54	3516	3750	44	26	274	341	5151	6050	299
MATH COMPUTATION	675	1290	54	107	32	36	32	38	2179	3441	15	11	75	149	3202	5257	487
ALGEBRA	280	365	28	42	41	22	23	13	1941	2065	19	21	101	102	2726	2900	299
SCIENCE	22	44	3	7	8	4	4	3	183	303	1	–	10	13	245	393	
OTHER	173	301	25	56	9	7	27	23	657	925	13	11	39	56	924	1408	
UNCLASSIFIED BY SEX, RACE, AND DEVELOPMENTAL ACTIVITY 2																	1368

GRAND TOTAL: 38,178

TOTAL READING	7,469
TOTAL WRITING:	11,500
TOTAL MATH:	8,946
TOTAL ALGEBRA:	5,925
TOTAL SCIENCE:	638
TOTAL OTHER:	3,700

1 Unclassified by sex/race: Jackson

2 Unclassified by sex/race/developmental activity: Mid Michigan, North Central

Similar to the gender finding regarding those that tested as needing remediation, overall more females enrolled in all developmental areas, with the exception of Asian and Native-American females who enrolled slightly less than their male counterparts in the areas of reading, writing, algebra, science, and other and algebra, science, and other, respectively.

The content of developmental courses that students enrolled in goes beyond the basic skills to include study skills, critical thinking skills, and career awareness and/or the personal life skills needed to succeed in a collegiate environment.

Finally, as noted in earlier questions, not all colleges were able to supply all data as requested. As noted in Table 3, Jackson Community College was unable to classify developmental enrollment on the basis of sex and race. Mid Michigan Community College and North Central Michigan College were unable to classify developmental enrollment on the basis of sex, race, or developmental activity.

QUESTION 12:

Please provide an enrollment summary of students **by age who enrolled** in one or more developmental course during Fall term, 1988.

Finding:

As noted in Table 4, seven colleges (24%) were unable to provide age data on students who enrolled in one or more developmental course: Alpena, Gogebic, Jackson, Mid Michigan, and Monroe County Community Colleges, and Lake Michigan and North Central Michigan Colleges. However, of the 22 colleges (76%) that were able to supply the age of students who enrolled in one or more developmental course in Fall term, 1988, the following findings are noted:

- one-half (50%) of the students who enrolled in one or more developmental course to improve their academic skills were of the traditional college-going age, 17 through 21;
- 26% were between the ages of 22 and 29;
- 16% were between the ages of 30 and 39, and
- 8% were over the age of 40.

What the findings reinforce is that the need for developmental education efforts appears to be a graver issue for students under the age of 25.

ASSESSMENT METHODS

QUESTION 13:

Do you use **standardized tests?**

TABLE 4

QUESTION 12:

PROVIDE AN ENROLLMENT SUMMARY OF STUDENTS BY AGE WHO
ENROLLED IN ONE OR MORE DEVELOPMENTAL COURSE.
FALL TERM, 1988

AGE	MEN	WOMEN	SEX UNKNOWN
UNDER 18	124	256	
18-19	3394	3731	
20-21	2324	2130	2
22-24	1488	1592	5
25-29	1235	1873	8
30-34	779	1567	8
35-39	476	1096	5
40-49	358	1015	12
50-64	89	263	2
65 AND OVER	51	55	5
AGE UNKNOWN	177	325	
TOTAL STUDENTS	10,495	13,903	47

GRAND TOTAL: 24,445

No data received from: Alpena; Gogebic; Jackson; Lake Michigan; Mid Michigan; Monroe; North Central

Finding:

All 29 community colleges reported that they use standardized tests.

QUESTION 14:

If YES, check all that apply: ASSET (check components used), College Board MAPS (Multiple Assessment Programs and Services), College Board CLEP (College Level Examination Program), Standardized Reading Test (list names), T.O.E.F.L. (Test of English as a Foreign Language), Other (specify).

Finding:

An examination of Table 5, reveals that most colleges use two or more tests as a basis for establishing developmental needs. The ASSET test of American College Testing was the most frequently reported test in use by 23 colleges (79%) in 1989. In 1988, twenty-two colleges (76%) reported using ASSET. The ASSET test is designed to "direct students to appropriate programs and campus resources".

As illustrated in Table 6, the ASSET components reported to be used most often were:

Reading Skills - in 22 colleges (76%)
Numerical Skills - in 22 colleges (76%)
Writing Skills - in 21 colleges (72%)
Advanced Mathematics - in 14 colleges (48%)
Elementary Algebra - in 14 colleges (48%)
Intermediate Algebra - in 13 colleges (45%)
College Algebra - in 12 colleges (41%)
Geometry - in two colleges (7%)

Additionally, the following tests were reported to be used to assess students' developmental needs:

Other (see Table 5) - in 16 colleges (55%)

T.O.E.F.L. (Test of English as a Foreign Language) - in 14 colleges (48%)

College Board CLEP - in 11 colleges (38%)

Standardized Reading Test (see Table 5) - in 11 colleges (38%)

College Board MAPS (Multiple Assessment Programs & Services) - in four colleges (14%)

Table 7 identifies "Other Standardized Tests" and "Standardized Reading Tests" and the number of colleges which reported using them.

TABLE 5

QUESTION 14:

CHECK ALL STANDARDIZED TESTS USED.

	Alpena	Bay de Noc	Delta	Glen Oaks	Gogebic	Grand Rapids	Henry Ford	Highland Park	Jackson	Kalamazoo	Kellogg	Kirtland	Lake Michigan	Lansing	Macomb
ASSET	x	x	x	x	x	x	x	x	x	x	x	x	x		x
College Board MAPS														x	
College Board CLEP	x		x			x		x						x	
Standardized Reading Test	x					x	x					x		x	
T.O.E.F.L.			x	x				x		x	x		x	x	
Other	x	x			x		x		x	x	x	x		x	

QUESTION 14:

CHECK ALL STANDARDIZED TESTS USED. (CONTINUED)

TABLE 5 (CONTINUED)

	Mid Michigan	Monroe	Montcalm	Mott	Muskegon	North Central	Northwestern	Oakland	Schoolcraft	Southwestern	St. Clair	Washtenaw	Wayne	West Shore	Total	% of schools
ASSET		x	x			x	x	x	x			x	x	x	23	79%
College Board MAPS	x									x	x				4	14%
College Board CLEP		x			x		x		x	x	x				11	38%
Standardized Reading Test	x			x	x				x		x			x	11	38%
T.O.E.F.L.		x					x	x		x	x	x	x		14	48%
Other		x		x	x	x					x	x	x		16	55%

QUESTION 14:

SUBSETS OF ASSET

TABLE 6

	Alpena	Bay de Noc	Delta	Glen Oaks	Gogebic	Grand Rapids	Henry Ford	Highland Park	Jackson	Kalamazoo	Kellogg	Kirtland	Lake Michigan	Macomb	Monroe
Writing Skills	x	x	x	x	x	x	x			x	x	x	x	x	x
Reading Skills	x	x	x	x	x	x		x	x	x	x	x	x	x	x
Numerical Skills	x	x	x	x		x	x	x	x	x	x	x	x	x	x
Advanced mathematics	x	x	x			x				x		x		x	x
Elementary Algebra	x	x	x			x				x		x		x	x
Intermediate Algebra	x	x	x			x				x		x		x	x
College Algebra	x	x	x			x				x		x		x	x
Geometry						x									x

TABLE 6 (CONTINUED)

QUESTION 14:

SUBSETS OF ASSET (CONTINUED)

	Montcalm	North Central	Northwestern	Oakland	Schoolcraft	Washtenaw	Wayne	West Shore	Total	% of schools
Writing Skills	x	x	x	x	x	x	x	x	21	72%
Reading Skills	x	x	x	x	x	x	x	x	22	76%
Numerical Skills	x	x	x	x	x	x	x	x	22	76%
Advanced mathematics	x		x	x	x		x	x	14	48%
Elementary Algebra	x		x	x	x		x	x	14	48%
Intermediate Algebra	x		x	x	x			x	13	45%
College Algebra	x		x		x			x	12	41%
Geometry									2	7%

QUESTION 14:

TABLE 7

OTHER STANDARDIZED TESTS

14%	(4)	Michigan Test (Henry Ford, Kellogg, Washtenaw, Wayne)
10%	(3)	Toledo Chemistry Test (Henry Ford, Lansing, Muskegon)
7%	(2)	ACT scores (Mott, North Central)
3%	(1)	Strong Campbell Interest Inventory (Alpena)
3%	(1)	Career Assessment Inventory (Alpena)
3%	(1)	II Test of English Language Proficiency (Mott)
3%	(1)	TASK - Numerical Skills (Gogebic)
3%	(1)	TASK - Elementary Algebra (Gogebic)
3%	(1)	SAT Elementary Algebra (Henry Ford)
3%	(1)	In-house writing sample (Jackson)
3%	(1)	Barnell Loft (Kalamazoo)
3%	(1)	MI English Test (Kalamazoo)
3%	(1)	McGraw Hill (Kalamazoo)
3%	(1)	Adult Basic Education Test (Kalamazoo)
3%	(1)	Pre-admission exam (nursing applicants) (Kirtland)
3%	(1)	Advanced Placement Exam (Lansing)
3%	(1)	College English Placement Test (Lansing)
3%	(1)	U of M English Placement Test (Lansing)
3%	(1)	Math Association Placement Tests (Lansing)
3%	(1)	C.P.P. (Muskegon)
3%	(1)	Scott Foresman (St. Clair)
3%	(1)	Other -- not specified (Monroe)

STANDARDIZED READING TESTS

31%	(9)	Nelson-Denny (Alpena, Mott, Grand Rapids, Henry Ford, Kirtland, Macomb, Muskegon, St. Clair, West Shore)
7%	(2)	Stanford Diagnostic Reading Test (Lansing, Mid Michigan)
3%	(1)	Reading Progress Scale (Lansing)
3%	(1)	California Phonics Survey (Lansing)
3%	(1)	Degrees of Reading Power (Schoolcraft)

QUESTION 15:

Do you use **college-developed tests**?

Finding:

As Graph 6, illustrates, fifteen (52%) of the 29 community colleges reported using college-developed tests.

QUESTION 16:

If YES*, check in which **subject areas**: writing, reading, math computation, advanced mathematics, elementary algebra, intermediate algebra, college algebra, geometry, science (specify), and other (specify for what purpose).

Finding:

Table 8 reports, by college, the subject areas where college-developed tests are used. An analysis of this Table indicates the following levels of use of college-developed instruments:

Content Area	Number of Colleges	Percent of Colleges
Writing	13	45%
Reading	2	7%
Math Computation	9	31%
Advanced Mathematics	5	17%
Elementary Algebra	4	14%
Intermediate Algebra	4	14%
College Algebra	3	10%
Geometry	1	3%
Science	1	3%
Other	6	21%

QUESTION 17:

Do you use **other methods** to identify students who need developmental education?

Finding

Twenty-eight colleges (97%) reported that they use other methods to identify students who need developmental education.

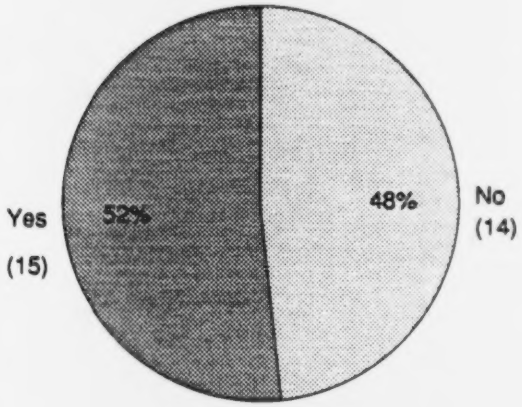
QUESTION 18:

If YES, check all that apply.

GRAPH 6

QUESTION 15:

DO YOU USE COLLEGE-DEVELOPED TESTS?



Yes: Alpena, Gogebic, Grand Rapids, Highland Park, Jackson, Kalamazoo, Kirtland, Lake Michigan, Lansing, Monroe, Mott, Muskegon, St. Clair, Washtenaw

QUESTION 16:

CHECK SUBJECT AREAS WHERE COLLEGE-DEVELOPED TESTS ARE USED.

	Alpena	Gogebic	Grand Rapids	Henry Ford	Highland Park	Jackson	Kalamazoo	Kirtland	Lake Michigan	Lansing	Monroe	Mott	Muskegon	St. Clair	Washtenaw	Total	% of schools
Writing	x	x	x		x	x	x	x	x	x		x	x	x	x	13	45%
Reading		x			x											2	7%
Math computation	x	x			x				x		x	x	x	x	x	9	31%
Advanced mathematics					x						x	x	x		x	5	17%
Elementary Algebra					x							x			x	4	14%
Intermediate Algebra		x			x							x			x	4	14%
College Algebra		x			x							x				3	10%
Geometry					x											1	3%
Science										x						1	3%
Other	x			x		x				x	x			x		6	21%

OTHER:			
	10%	(3)	Math Placement Test (Alpena, Henry Ford, Lansing)
	3%	(1)	English Placement Test (Alpena)
	3%	(1)	Placement in CEM 132 (Jackson)
	3%	(1)	Spelling Placement (Lansing)
	3%	(1)	Applied Voc-Ed Math Test (Lansing)
	3%	(1)	Chemistry (Monroe)
	3%	(1)	Business Math (St. Clair)

Finding:

Methods of Identifying	Percent of Colleges
College Instructor/Counselor Referral	97%
Student Referral	87%
Transfer Record	66%
High School Record	62%
ACT Scores	52%
Business/Industry Referrals	52%
SAT Scores	38%
*Other	28%

*A complete listing of other methods appears below Graph 7.

QUESTION 19:

Of the methods you use from the previous lists, are there any with which you are **dissatisfied**? (Please explain.)

Finding:

In contrast to concerns raised by 14 colleges (48%) in 1988, only three colleges (10%) reported that they were dissatisfied with any of their current assessment methods. Their comments focused on institutional concerns and the ASSET test:

Institutional:	"We need to close loopholes for students who slip through and do not take ASSET." "Testing effort is not sufficiently unified across programs."
ASSET:	"ASSET is not diagnostic." "There are problems with the reading skills and language usage tests on the old version of ASSET." "ASSET cut-off scores"

SERVICES/ACTIVITIES

QUESTION 20:

Do you conduct **student assessment**?

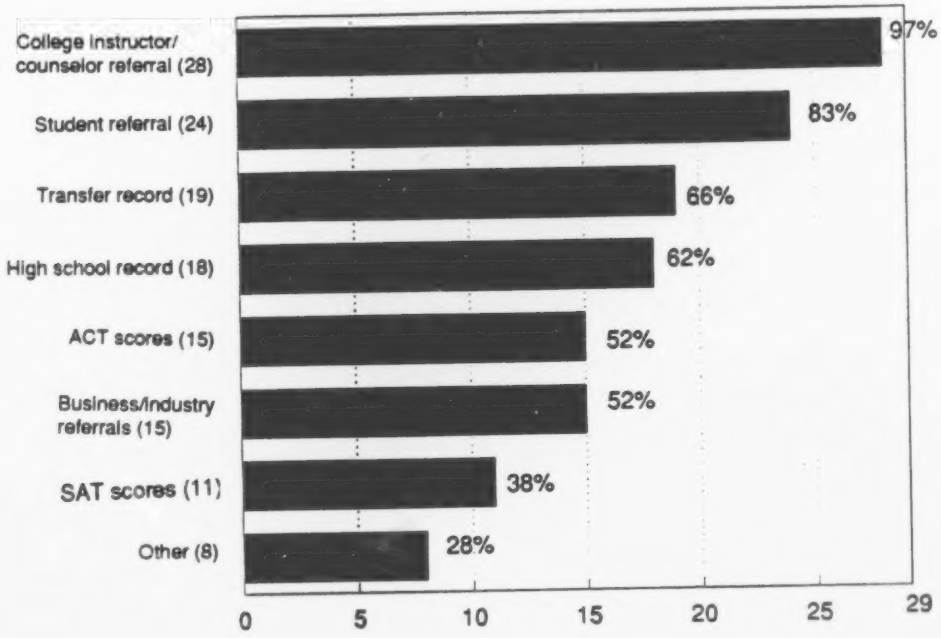
Finding:

Twenty-nine colleges (100%) reported that they conduct student assessment.

GRAPH 7

QUESTION 18:

METHODS USED TO IDENTIFY STUDENTS WHO NEED DEVELOPMENTAL EDUCATION.



17%	(5)	Community/state agency referrals (Alpena, Lansing, Mid Michigan, St. Clair, Washtenaw)
3%	(1)	College academic records (Alpena)
3%	(1)	From writing sample (Kirtland)
3%	(1)	Other colleges/universities referrals (Lansing)
3%	(1)	Student Placement Inventory (Mid Michigan)
3%	(1)	Special needs student (Oakland)
3%	(1)	Financial aid referrals (Oakland)

QUESTION 21:

If YES, what **types of assessment** do you use? Check all that apply and provide the percentage (%) of students from the total enrolled in the institution who receive these services.

Finding:

Colleges were asked to provide the percentage of students who receive the following types of assessment, since the developmental advisory committee acknowledged that while these services are **provided** at most colleges, not all students **receive** these support services: academic assessment (e.g., formal testing), interest and career assessment, individual assessment (i.e., personal counseling), specialized assessment (e.g., handicapped), and Prescription for Assistance.

An analysis of data across colleges revealed great variance in the reported percentage of students served and for this reason extreme highs or lows were eliminated from the analysis, except in the category of "Prescription for Assistance" where responses were equally divided between extreme highs and lows.

	Number of Colleges	Percent Receiving Services (From Total Enrolled in Institution)
Academic Assessment (e.g., formal testing)	25	68%
Interest and Career Assessment	23	15%
Individual Assessment (i.e., personal counseling)	21	28%
Specialized Assessment (e.g., handicapped)	14	2%
Prescription for Assistance	9	2%-74% (Range)

QUESTION 22:

What type of student assessment takes place within **developmental reading, math, and writing** courses to confirm appropriate student placement?

Developmental Reading:

Administration of a **standardized diagnostic reading test** was the most commonly reported assessment that takes place within developmental reading classes. The Nelson-Denny reading test was the most frequently reported test instrument

(12 colleges). Respondents also reported using the following standardized tests: Barnell Loft, Botel Diagnostic Reading Test; Cloze, Degrees of Reading Power; Gates MacGinite, Word Opposites Test; Slosson, Oral Reading Tests; and Standard Diagnostic Form A.

The second most common method of assessing students within developmental reading classes were informal methods: reading assignment given to further screen level of ability, entry form (self-report) with writing sample, individual conference, informal vocabulary test, student work, and oral informal inventory.

Developmental Math:

Institutional or informal math tests were the most commonly reported assessment methods that take place within developmental math classes. Respondents also reported using the following assessment methods: standardized math test, class assignment given to further screen level of ability, progress throughout the course, and student work.

Developmental Writing:

A **writing sample** was the most frequently reported assessment method used within developmental writing classes, followed by institutional and standardized tests: English Division Diagnostic Test, Michigan Test in English as a Second Language, and diagnostic spelling and vocabulary tests.

QUESTION 23:

Do you have a **system for monitoring** student progress across developmental areas?

Finding:

As Graph 8 illustrates, thirteen colleges (45%) reported they have a system for monitoring student progress across developmental areas.

QUESTION 24:

If YES, in what developmental **subject areas** does monitoring take place? Check all that apply and provide the percentage (%) of students from the total enrolled in the institution who receive these services.

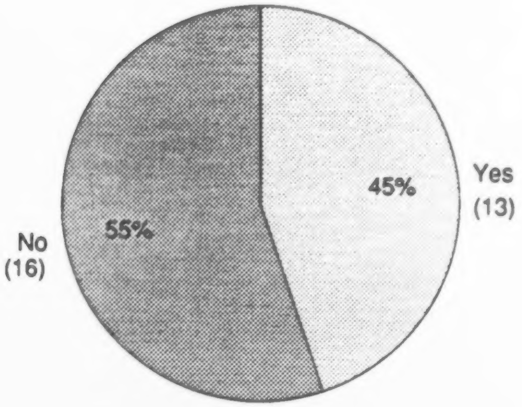
Finding:

Fifteen colleges did not answer this question, which suggests that either respondents did not understand the meaning of the word "monitoring," have not dealt with this concern in a systematic manner, or may not be engaging in the practice of monitoring students' progress in developmental subject areas. Taking the latter possibilities into consideration, the following findings are noted:

GRAPH 8

QUESTION 23:

DO YOU HAVE A SYSTEM FOR MONITORING STUDENT PROGRESS?



Yes: Bay de Noc, Mott, Grand Rapids, Highland Park, Jackson, Kellogg, Lansing, Muskegon, St. Clair, Schoolcraft, Southwestern, Wayne, West Shore

- 13 colleges (45%) reported that monitoring occurs in reading;
- 13 colleges (45%) reported that monitoring occurs in writing;
- 13 colleges (45%) reported that monitoring occurs in math computation;
- 8 colleges (28%) reported that monitoring occurs in algebra;
- 5 colleges (17%) reported that monitoring occurs in science;
- 5 colleges (17%) reported that monitoring occurs in "other" developmental areas.

QUESTION 25:

What **skill areas** are included in developmental education? Check all that apply: literacy (0-sixth grade), high school completion, G.E.D. preparation, basic skills (reading, writing, math), study skills (e.g., note taking, test taking), critical thinking/reasoning skills, technology literacy (to bridge the gap between basic skills and machine-specific training), employability skills, life survival skills (e.g., orientation to college life, other affective components), other (specify).

Finding:

As illustrated in Graph 9, basic skills (97%) and study skills (97%) were the most frequently cited skill areas included in developmental education, followed by the skill areas of critical thinking (62%), employability skills (55%), and technology literacy (24%).

While 12 colleges (41%) reported that literacy (0-sixth grade) is included in developmental education, only ten colleges (35%) reported that they are prepared to accommodate students with these skill deficiencies (see Question 6).

A small number of institutions also noted that the following skills areas are included in developmental education: G.E.D. preparation, high school completion, English as a Second Language, personal writing problems, and developmental accounting. Individual college responses are contained in Table 9.

QUESTION 26:

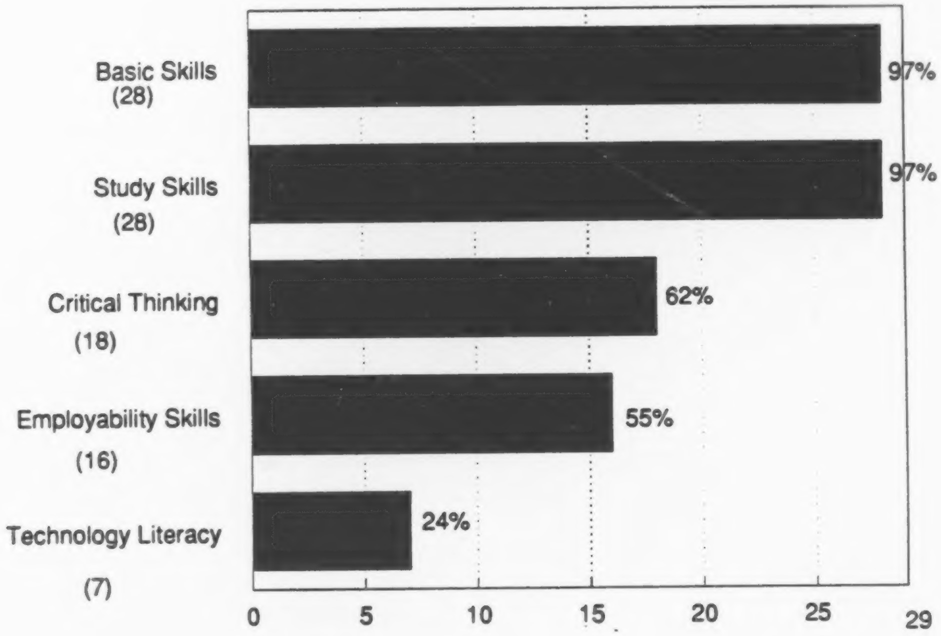
What percent (%) of instruction in developmental education is delivered: in traditional classroom settings; paired courses; learning assistance centers; computer-assisted instruction; individualized learning lab; one-to-one individualized instruction; competency-based instruction; combination of classroom, assistance center, and tutoring; supplemental instruction, other?

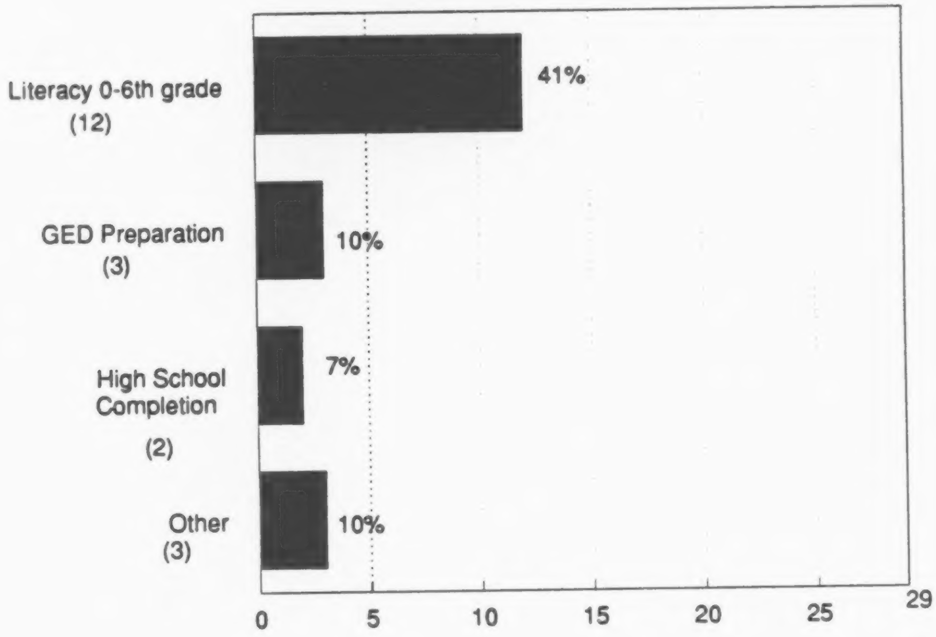
72

GRAPH 9

QUESTION 25:

WHAT SKILL AREAS ARE INCLUDED IN DEVELOPMENTAL EDUCATION?





7%	(2)	English Second Language (Jackson, Lansing)
3%	(1)	Personal Writing Problems (Jackson)
3%	(1)	Developmental Accounting (Mid Michigan)

TABLE 9

QUESTION 25:

WHAT SKILL AREAS ARE INCLUDED IN DEVELOPMENTAL EDUCATION?

	Alpena	Bay de Noc	Delta	Glen Oaks	Gogebic	Grand Rapids	Henry Ford	Highland Park	Jackson	Kalamazoo	Kellogg	Kirtland	Lake Michigan	Lansing	Macomb
Basic Skills	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Study Skills	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Critical thinking		x			x	x		x	x	x	x	x		x	
Employability skills		x			x			x		x				x	x
Technology literacy					x					x				x	
Literacy 0-6th grade					x	x				x	x	x		x	
GED preparation					x					x					
High school completion										x					
Other									x					x	

TABLE 9 (CONTINUED)

QUESTION 25:

WHAT SKILL AREAS ARE INCLUDED IN DEVELOPMENTAL EDUCATION?

	Mid Michigan	Monroe	Montcalm	Mott	Muskegon	North Central	Northwestern	Oakland	Schoolcraft	Southwestern	St. Clair	Washtenaw	Wayne	West Shore	Total	% of schools
Basic Skills	x	x	x	x	x		x	x	x	x	x	x	x	x	28	97%
Study Skills	x	x	x	x	x	x	x	x	x	x	x	x	x	x	28	97%
Critical thinking			x	x			x	x	x	x		x	x	x	18	62%
Employability skills	x	x		x			x	x	x	x	x	x		x	16	55%
Technology literacy				x					x	x				x	7	24%
Literacy 0-6th grade	x			x			x		x			x	x		12	41%
GED preparation												x			3	10%
High school completion												x			2	7%
Other	x														3	10%

Finding:

The three most reported **delivery systems** used in developmental education by 21 colleges (72%) were as follows:

- computer-assisted instruction;
- one-to-one individualized instruction, and
- combination of classroom, assistance center, and tutoring.

The colleges also reported the following percentage of delivery systems, in descending order of frequency:

Delivery System	Number of Colleges	Percent of Colleges
- Individualized Learning Lab (non-computerized)	20	69%
- Traditional Classroom Setting (whole-group instruction with students of similar academic achievement levels)	19	66%
- Learning Assistance Center	16	21%
- Traditional Classroom Setting (whole-group instruction with students of dissimilar academic achievement levels)	15	52%
- Paired Courses	6	21%
- Supplemental Instruction (model students attend high risk courses and conduct small group sessions afterward)	5	17%
- Other (telecourse, tutor-facilitated study groups, mentoring)	3	10%

QUESTION 27:

What **academic support services** are used to meet the needs of students in developmental education? Check all that apply and provide the approximate percentage (%) of students needing services who receive them.

Finding:

The three most frequently reported academic support services used to meet the needs of students in developmental education were ongoing, traditional student support services:

Academic Support Service	Percent of Colleges
Academic counseling	98%
Support services for the handicapped	90%
Career Planning	86%

Academic support services traditionally associated with developmental education were reported in use by the following percentage of colleges:

Academic Support Service	Percent of Colleges
Peer tutoring, program specific	83%
Computer-assisted instruction	76%
Feedback to faculty regarding institution's efforts with developmental students	69%
Feedback to faculty regarding individual student progress	69%
Student intervention activities (e.g., intrusive advising)	66%
Professional tutoring, general	48%
Linkage between deveopment support activities and the instructional objectives of non-developmental courses	41%
Professional tutoring, program specific	41%

A comparison of the above findings against those from last year show that feedback to faculty regarding the institution's efforts with developmental students has increased by one college, to 20 colleges. Importantly, feedback to faculty regarding individual student progress increased by four colleges, to 20 colleges.

However, the number of colleges reporting that linkage occurs between developmental support activities and the instructional objectives of non-developmental courses decreased by three colleges, to 12 colleges. In light of abundant research that demonstrates a necessary link between academic support services and the general school curriculum as a means to maximize student outcomes, colleges would be well advised to carefully examine their institutional response to this question.

ORGANIZATIONAL STRUCTURE

QUESTION 28:

Do you have a **formal** developmental education program? If YES, please give the **administrative title(s)** of the individual(s) who administer it.

Finding:

Fourteen colleges, or almost one-half (48%), reported that they have a formal developmental education program. The most frequently given administrative title of an individual who administers a formal developmental education program was **Dean of Liberal Arts and/or General Studies**, followed by the Deans of Instruction and/or Student Services.

Other administrative titles reported:

- Director, Student Success Center
- Basic Skills College-Wide Coordinator
- Director of Tutorial Services
- Student Support Center Coordinator/Counselor
- Instructional Support Coordinator
- Counselor/Assessment Director
- Assistant Dean of Math and Computer Science
- Chair, Remedial/Developmental Studies
- Coordinator of Developmental Studies
- Developmental Skills Coordinator
- Coordinator of Academic Enrichment Services
- Coordinator of Academic Support
- Director of Personalized Achievement Lab

QUESTION 29:

What percent (approximate) of your developmental program or activities is **centralized** or **decentralized** in assessment, placement, instruction, tutorial services, administration, and evaluation?

Finding:

Although 23 colleges (79%) attempted to answer this question, not all colleges supplied percentages for each category. Listed below are the overall findings for each category, which reflect an institutional response of 75% or greater regarding the approximate percentage of developmental program or activities that are centralized or decentralized.

	Centralized		Decentralized		
	Percentage of Program or Activities	Number of Colleges	Percentage of Program or Activities	Number of Colleges	
Assessment	**70%**	16	30%	7	(23)
Placement	45%	9	**55%**	11	(20)
Instruction	30%	7	**70%**	16	(23)
Tutorial Services	**60%**	12	40%	8	(20)
Administration	40%	8	**60%**	12	(20)
Evaluation	22%	4	**78%**	14	(18)

As reflected in the findings above: **assessment** is centralized in 70% of the colleges that responded; **placement** efforts vary across colleges; and **instruction** is generally decentralized, while **tutorial services** are more often centralized. Across 20 colleges, **administration** of developmental programs or activities was more often reported as decentralized. **Evaluation** efforts were reported to be decentralized in over 75% of the 18 colleges that supplied data for this component.

QUESTION 30:

If you do not have a formal developmental education program at your institution, what best describes your **institutional efforts**?

Finding:

Nearly one-half of the colleges (14) that reported that they do not have a formal developmental education program described their developmental activities as "decentralized activities administered or monitored by more than one individual." Only one college reported their developmental activities to be a "centralized set of developmental activities administered or monitored by more than one individual."

QUESTION 31:

Developmental Education Assistance is offered through which program/service areas? (Check all that apply.)

As illustrated by Graph 10, developmental education assistance can be found in a variety of locations throughout a college. The most frequently reported program/service areas in which it is offered are listed below:

Program/Service Area	Percent of Colleges
Math Department	86%
Student Affairs/Student Support Services	83%
English Department	79%
Academic Support	76%
Learning Assistance Center	72%

QUESTION 32:

Where are your developmental activities conducted (check all that apply): on campus, off-campus sites, local school districts, area vocational centers, employer work sites, community center, via telecommunication systems, mobile units, other (explain)?

Finding:

Ninety-seven percent (97%) of the colleges reported that developmental activities are conducted on campus, in addition to almost three-fourths (72%) that reported that developmental activities are held off-campus as well. As shown by the listing on page 46, community colleges conduct developmental activities "in the community," in local school districts, area vocational centers, at employer work sites, in community centers, at extension sites, in correctional facilities, through telecommunication systems, and even within mobile units.

QUESTION 33:

When is developmental instruction available (supply **time periods**)?

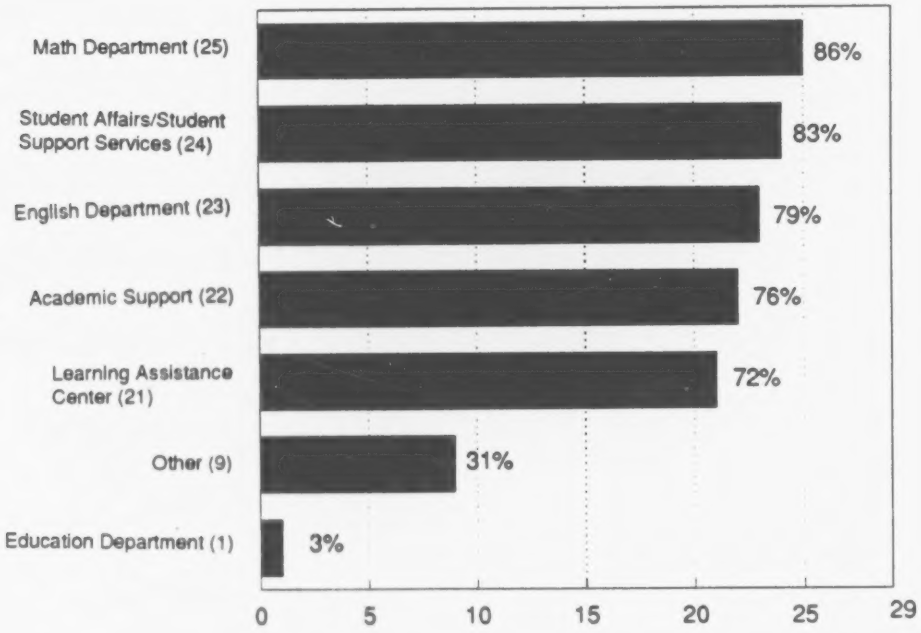
Finding:

Colleges were asked to supply the time periods during which classes, labs, and tutoring are available on weekdays, during the evening, and on Saturday and Sunday. An analysis of data indicated the following:

QUESTION 31:

GRAPH 10

DEVELOPMENTAL EDUCATION ASSISTANCE IS OFFERED THROUGH WHICH PROGRAM/SERVICE AREAS?



OTHER:

10%	(3)	Reading Department/Center (Jackson, St. Clair, Washtenaw)
7%	(2)	Academic Development Center (Mott, Macomb)
3%	(1)	Liberal Arts Division Center (Highland Park)
3%	(1)	Developmental Studies Department (Kirtland)
3%	(1)	Office of Instruction (Schoolcraft)
3%	(1)	Not available/applicable (North Central)

QUESTION 32:

WHERE ARE YOUR DEVELOPMENTAL ACTIVITIES CONDUCTED?

OFF-CAMPUS LOCATIONS

38%	(11)	Employer work sites (Alpena, Mott, Glen Oaks, Henry Ford, Kalamazoo, Kellogg, Lake Michigan, Lansing, Schoolcraft, Washtenaw, Wayne)
28%	(8)	Local school districts (Bay de Noc, Mott, Glen Oaks, Gogebic, Kalamazoo, Kellogg, Lansing, Schoolcraft)
14%	(4)	Community centers (Delta, Gogebic, Kalamazoo, Kellogg)
14%	(4)	Extension sites (Kalamazoo, Monroe, St. Clair, Washtenaw)
10%	(3)	Area vocational centers (Glen Oaks, Lansing, Schoolcraft)
10%	(3)	Correctional facilities (Kirtland, Montcalm, Muskegon)
7%	(2)	Telecommunications systems (Delta, Mott)
3%	(1)	Mobile units (Kalamazoo)
3%	(1)	Not applicable (North Central)

Classes: Seventy-four percent of daytime classes begin at 8:00 a.m. and end by 5:00 p.m. The majority of evening classes begin at 6:00 p.m. and end between the hours of 9:30 and 10:00 p.m. **Five colleges offer classes on Saturday:** Kalamazoo Valley, Kellogg, Lansing, Schoolcraft, and Washtenaw. Lansing was the only college to report all-day classes on Saturday.

Labs: Weekdays, seventy-one percent (71%) of the labs begin by 8:00 a.m. and end by 5:00 p.m. Five colleges reported that their labs remain open throughout the day and into the evening hours. Generally, colleges reported that their labs open for evening classes by 6:00 p.m. and close between the hours of 9:30 and 10:00 p.m. **Four community colleges reported lab hours on the weekend:** Lansing, St. Clair, Schoolcraft, and Washtenaw. St. Clair was the only college to report all-day lab availability on Saturday and half-day on Sunday.

Tutoring: Weekdays, eighty-four percent (84%) of tutoring activities were reported to begin by 8:00 a.m., while 86% were reported to conclude by 5:00 p.m. Most evening tutoring was reported to begin not later than 6:00 p.m., with 45% of tutoring activities concluding before 9:00 p.m., and 55% concluding by 10:00 p.m. **Highland Park, Lansing, Monroe, Schoolcraft, and Wayne County** reported tutoring activities on Saturday, with 80% of the colleges beginning at 9:00 a.m. and concluding not later than 2:00 p.m.

QUESTION 34:

What is the approximate percentage of students enrolled in developmental courses who attend in the **evening**?

Finding:

Twenty-three colleges answered this question, with the following results:

- five colleges (22%) reported that 10% or less of their students who enrolled in developmental courses attend in the evening;
- eight colleges (35%) reported that 15-20% of their students who enrolled in developmental courses attend in the evening; and
- ten colleges (43%) reported that 27% or more of their students who enrolled in developmental courses attend in the evening.

Schools that reported the largest percentage of students who enroll in developmental courses in the evening include:

Kellogg Community College	27.3%
Lake Michigan College	35.0%
Macomb Community College	40.0%

Mid Michigan Community College	40-50.0%
Monroe County Community College	48.0%
Montcalm Community College	33.0%
North Central Michigan College	50.0%
Oakland Community College	60.0%
Schoolcraft College	35.0%
West Shore Community College	30.0%

The fact that ten (35%) of Michigan's community colleges enroll more than one-third of their developmental students in the evening raises important questions regarding the level of student support services available to evening students.

QUESTION 35:

What is the vehicle for **communication across developmental areas** (e.g., staff meetings, departmental updates, interdepartmental meetings, informal)?

Finding:

Meetings (staff, department, divisional, deans, "College Basic Skills") and informal communication were the two most frequent responses.

QUESTION 36:

How would you describe **communication among those who provide** developmental services/courses (e.g., continuous, not consistent, needs improvement)?

Finding:

Thirty-three responses were received from 27 colleges (93%). Slightly more than one-half (52%) of the responses described communication as continuous, while 36% of the responses suggested that communication needed to be improved between departments and reinforced across disciplines. Four colleges (12%) noted that communication was not consistent.

QUESTION 37:

What are the **institutional goals** for developmental curriculum?

Finding:

The most frequently reported goal was "to prepare student to succeed in college-level course work." Henry Ford, Jackson, Mid Michigan, Monroe County, and Montcalm Community Colleges did not provide institutional responses. In preparing students to succeed in college-level coursework, the following goals were also noted by survey participants:

- basic skills assessment;
- proper student placement;

- to integrate reading/writing/mathematics into a well coordinated program;
- to help students become proficient in reading, writing, and math;
- to bring traditional and non-traditional students to a state of academic readiness for certificate and associate degree coursework, employment needs, or personal interest; to respond to students' changing developmental needs with reasonable accomodations for special needs in learning or physical capacity (Kellogg Community College);
- to update skills necessary to function in this highly technical world;
- comprehensive student support system;
- to empower students to function independently;
- to survive college courses; and
- graduation.

QUESTION 38:

Which individuals are responsible for writing/determining/creating your developmental curriculum? (Explain)

Finding:

Forty-two responses to this question were received. Forty-three percent (43%) of the respondents named **faculty** as the individuals most responsible for writing/determining/creating the developmental curriculum, followed by administrators (38%), committees/departments (17%), and finally, support staff (2%). It is of interest to note that support staff were mentioned only once, as was the dean of occupational education.

INSTITUTIONAL POLICIES AND PRACTICES

QUESTION 39:

Do students need to pass prescribed developmental coursework before they can enroll in college-level coursework?

As illustrated by Graph 11, in 52% of the colleges, students do not need to pass prescribed developmental coursework before they can enroll in college-level coursework. One-third of the colleges reported that students do need to pass prescribed developmental coursework, while three colleges reported that this policy varies across developmental areas. One college reported that this concern is not applicable to their institution.

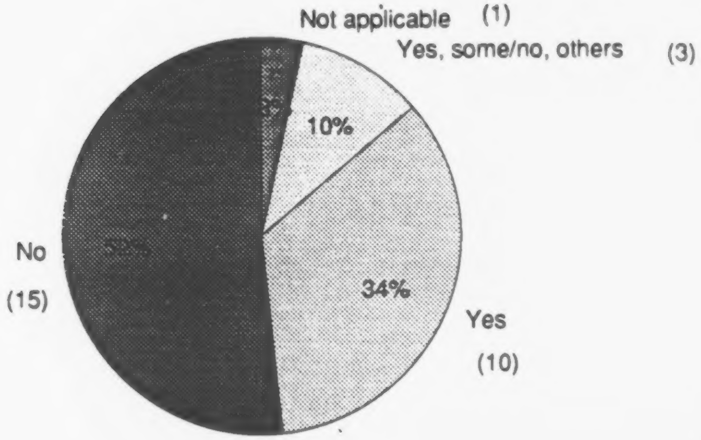
QUESTION 40:

How much credit is allowed from developmental courses toward the completion of the following certificates or degrees (specify)?

GRAPH 11

QUESTION 39:

DO STUDENTS NEED TO PASS PRESCRIBED DEVELOPMENTAL COURSEWORK BEFORE THEY CAN ENROLL IN COLLEGE-LEVEL COURSEWORK?



Finding:

Data analysis revealed considerable variances across institutions in how much credit is allowed from developmental courses toward the completion of certificates or degrees. These variances are noted below, followed by a synopsis of general commentary that was also submitted.

Certificate/Degree	Number of Colleges	Amount of Credit Allowed
Associate in Business Administration	1	9 credits
Associate in General Studies	1	15 credits
	1	30 credits
	2	All/Open
Associate in Arts/Fine Arts/Liberal Arts	2	0 credits
	1	6 credits
	3	9 credits
	1	12 credits
Associate in Science	1	0 credits
	1	6 credits
	2	9 credits
	1	0-12 electives
Associates	1	12 credits
Certificate	2	0 credits
	1	0-5 credits
	1	All
Machine Tool	1	3 credits
All Degrees	1	12 credits
Elective Credit	2	6-8 credits
No Credit	4	

General Comments

- Varies by curricula. (five colleges)
- As long as degree requirements completed, all credits count. (one college)
- Below 100 level courses do not fulfill requirements on degree. (one college)
- Not applicable. (two colleges)
- No current policy. (one college)
- After January 1990, no program will have a developmental course that counts toward meeting a degree requirement. (one college)

QUESTION 41:

Does a student's G.P.A. include credit earned in a developmental course? Check only one: yes; no; it is a department's prerogative to include it; a limited number of credits are included; none of the above (please explain).

Finding:

As illustrated in Graph 12, twenty-one colleges (72%) reported that a student's G.P.A. (grade point average) includes credit earned in a developmental course, one more college than last year. Curiously, the number of colleges that do not include credit earned in a developmental course when computing a student's G.P.A. had declined by two colleges, to only nine in 1989. However, Kirtland Community College noted that a recommendation to not count developmental course grades in G.P.A. is pending and will probably be implemented by Fall 1990.

Among other colleges that presently do not include credit earned in a developmental course in a student's G.P.A., Montcalm Community College noted that their developmental courses are pass/fail, while both Kellogg Community College and Northwestern Michigan College reported that certain developmental courses are for credit and others are not for credit. It appears that developmental courses taken for credit or those in which letter grades are given are included in a student's G.P.A.

QUESTION 42:

What percentage of total college **revenue** is used to support student assessment, advisement, instruction, and support services for developmental education efforts at your institution? (Please use your best judgement and record your responses vertically.)

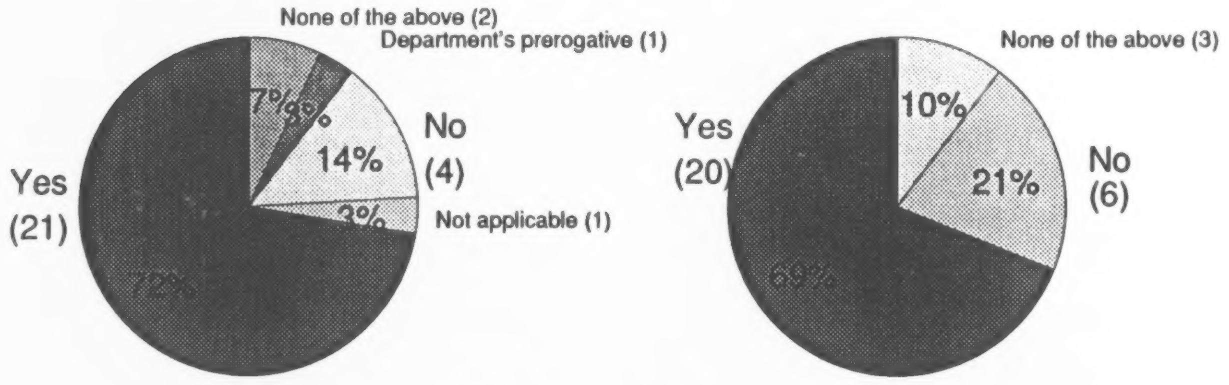
Finding:

This question was asked to determine the level of institutional support for developmental education activities. While 20 colleges (67%) responded, answers from only 16 colleges (55%) were usable. The most often cited reason for not answering this question as asked was that, "services are so interrelated with other services that it is impossible to analyze with any degree of accuracy". Therefore, the following findings are limited to the responses received from 16 colleges (55%).

1. The majority of student assessment revenue (93%) is derived from **institutional operations**. Henry Ford Community College was the sole exception in noting that 50% of their student assessment revenue is derived from business/union contracts.

QUESTION 41:

DOES A STUDENT'S G.P.A. INCLUDE CREDIT EARNED IN A DEVELOPMENTAL COURSE?



1989

1988

GRAPH 12

A COMPARISON OF RESPONSES BETWEEN 1988 AND 1989

2. The majority of student advisement revenue (90%) is derived from **institutional operations**. Only two colleges reported that 45% or more of student advisement revenue is generated from federal/state or other revenue sources.

3. The majority of developmental instruction revenue (92%) is derived from **institutional operations**. The exceptions to this finding include one college that reported 30% of its developmental instruction revenue coming from federal/state or other revenue sources, and one college that reported 90% of developmental instruction revenue coming from business/union contracts.

FACULTY AND STAFF

QUESTION 43:

List the **job titles** of those individuals employed in the delivery of developmental instruction and services (i.e., faculty, staff, paraprofessionals, peer tutors, professional tutors) and indicate the number of full- and part-time staff included within each title.

Finding:

Part-time peer tutors (633) were the individuals mentioned most often as employed in the delivery of developmental instruction and services, followed by part-time faculty (491) and, to a much lesser degree, full-time faculty (221).

Professional tutors accounted for only 6% of all tutors reported. Although counselors were mentioned, they were generally not reported as being exclusively employed in the delivery of developmental instruction and services.

The administrative title(s) of individuals who administer developmental education programs are noted in the Question 28, Finding. The Finding portion of Question 48 discusses the average years of experience in developmental education for full- and part-time faculty as well as paraprofessionals and, in so doing, confirms the overall findings to Question 43.

QUESTION 44:

Do you use the services of **volunteer tutors**?

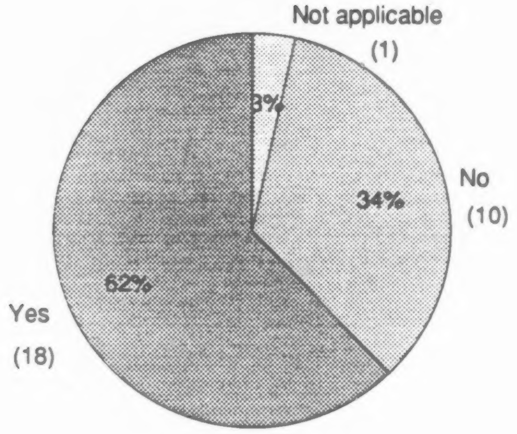
Finding:

As reflected in Graph 13, ten colleges (34%) noted that they use the services of volunteer tutors in the delivery of developmental education.

GRAPH 13

QUESTION 44:

DO YOU USE THE SERVICES OF VOLUNTEER TUTORS?



Yes: Mott, Delta, Gogebic, Jackson, Kalamazoo, Kellogg,
Macomb, Monroe, St. Clair, Schoolcraft

9:

QUESTION 45:

If YES, **how are they used** in your institution's developmental activities? (Check all that apply.)

Finding:

In contrast to only ten colleges that reported they use the services of volunteer tutors, fifteen colleges (52%) reported in Question 45 **how** these services are used. Since the word "volunteer" appears in both of the two possible selections, it may be that colleges responded to the context in which tutors are used. **With this limitation, the following findings are noted:**

- 40% (six colleges) reported that tutorial **assistance** is given **within the instructional component** of a developmental or college-level course;

- 60% (nine colleges) reported that tutoring occurs **outside the context of a specific course.**

QUESTION 46:

What **different educational qualifications and personal attributes** from those of a regular faculty or staff member does your institution look for when hiring a developmental educator? (Attach a separate sheet if necessary.)

Finding:

Only three colleges did not respond to this question, with one noting that they are working on the development of specific educational qualifications and personal attributes for developmental educators. Qualifications and personal attributes, as reported by the respondents, are listed below:

Qualifications

- advanced degrees;
- knowledge of theory and research in developmental education and be able to apply it;
- experience in reading, writing, counseling areas;
- experience in teaching underprepared students;
- taught at high school level;
- regular academic credentials;

Professional Attributes

- team player;
- above average communication skills;
- ability to offer several alternatives to solving problems;

- flexibility;
- willingness to work with students beyond the classroom and assume responsibilities (testing, research, advising);
- able to work in a non-instructional setting on a one-to-one basis;

Personal Attributes:

- genuine interest in/commitment to socially/academically disadvantaged;
- cross-cultural sensitivity;
- ability to recognize and respect individual dignity;
- warm, caring but also insistent/capacity for empathy;
- ability to motivate students;
- enthusiasm for developmental education.

QUESTION 47:

Are **tenured track positions** available to developmental education faculty?

Finding:

	Number of Colleges	Percent
Yes	19	66%
No	1	3%
Not Applicable	9	31%

QUESTION 48:

How many faculty have the following **average number of years of experience** in developmental education? Provide the number of persons in each category; include lab and classroom instructors.

Finding:

As vividly illustrated by Graph 14, the majority of faculty teaching developmental courses are part-time and have **0-3** years of experience in developmental education. In contrast, the largest group of full-time developmental faculty has **sixteen or more years** of experience in developmental education.

Similar to part-time developmental faculty, the majority of paraprofessionals have 0-3 years of experience in developmental education.

QUESTION 49:

Does your college have a **professional development program** that includes preparation of staff to work with underprepared students?

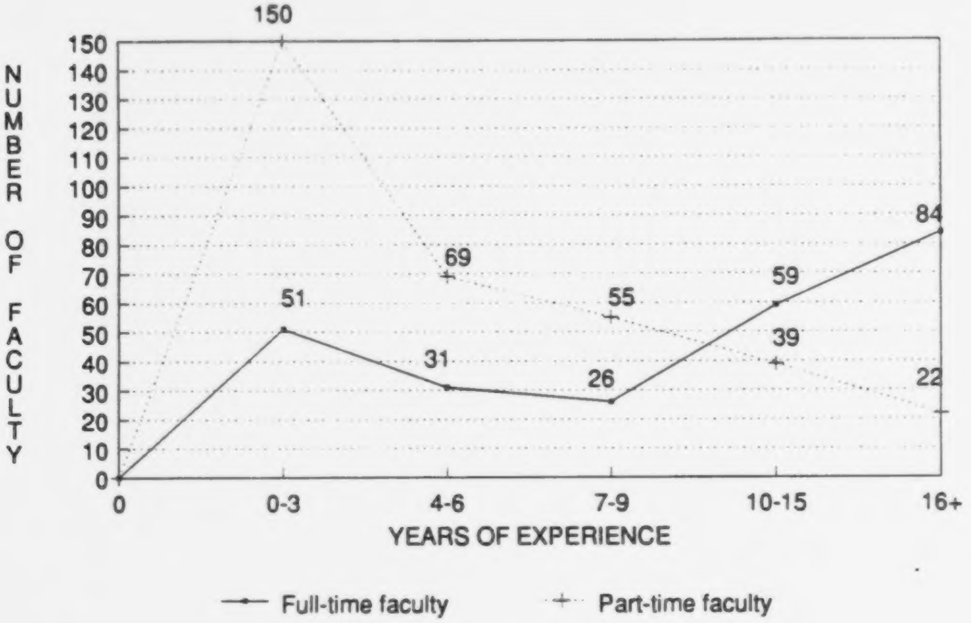
Finding:

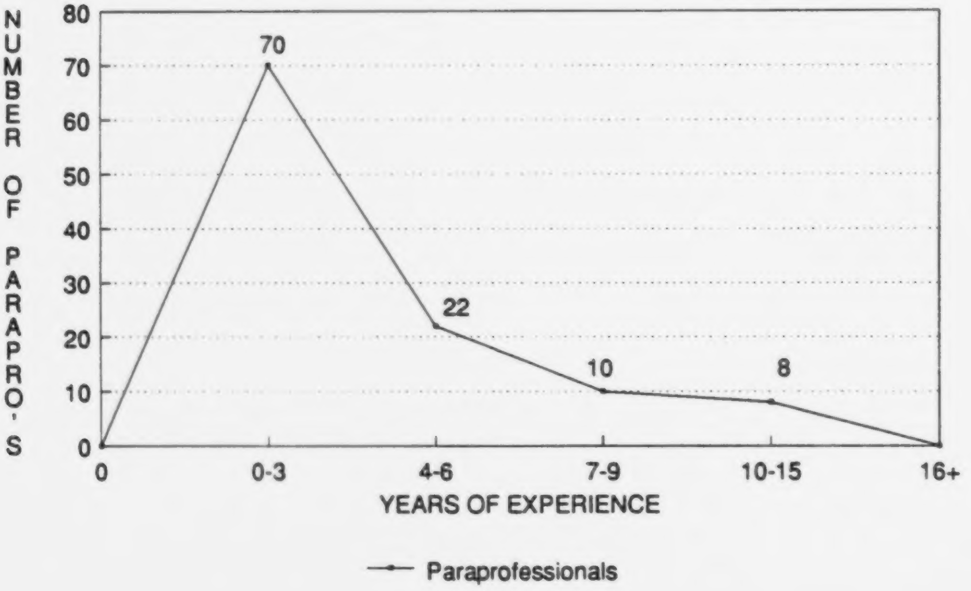
Only eight colleges (28%) reported that they have a professional development

GRAPH 14

QUESTION 48:

HOW MANY FACULTY HAVE THE FOLLOWING AVERAGE YEARS OF EXPERIENCE IN DEVELOPMENTAL EDUCATION?





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program that includes preparation of staff to work with underprepared students. These institutions are listed below Graph 15.

QUESTION 50:

If YES, **what program(s)** do you use? What have you done that works?

Twenty-one colleges (72%) did not respond to this question. Responses received from nine colleges (31%) indicated:

- faculty may take classes, attend workshops, self-study to earn credits toward salary advancements (Kalamazoo Valley Community College);
- faculty orientation is held each Fall, with at least one workshop featuring developmental learning theory or methodology;
- informal professional development programs in which full-time faculty meet with part-time faculty throughout the semester;
- funds are made available to attend conferences/workshops;
- speakers and experts come to campus to train college personnel;
- specific staff members annually develop individualized professional development plans.

An example of specific professional development offerings was reported by Lansing Community College:

- Critical Thinking Skills/Writing Across the Curriculum
- Teaching the Argumentative/Persuasive Essay: A Media Approach
- Learning to Write by Writing to Learn
- Assisting the Student With Limited English Proficiency
- Do You Really Teach Your Class to Think?
- One of the Three Rs: "Riting"
- Back to Basics
- Dealing With Cultural Diversity Among LCC Students
- Theatre for the Understanding of People with Special Needs or Disabilities

QUESTION 51:

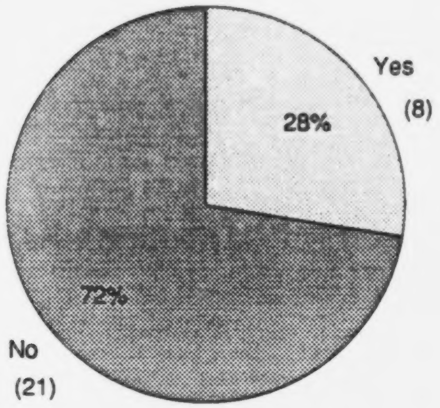
How would you describe the **turnover rate** for your developmental faculty? Check appropriate response: High (1-2 years), Medium (3-6 years), Low (7+ years), for full-time and part-time faculty.

Finding:

As highlighted by Graph 16, twenty-four colleges (83%) reported a low turnover rate for full-time developmental faculty and a low-medium turnover rate for part-time developmental faculty. One college noted that this question was not applicable since at the time of the survey, the college was in the process of establishing a developmental education program.

QUESTION 49:

DOES YOUR COLLEGE HAVE A PROFESSIONAL DEVELOPMENT PROGRAM THAT INCLUDES PREPARATION OF STAFF TO WORK WITH UNDERPREPARED STUDENTS?

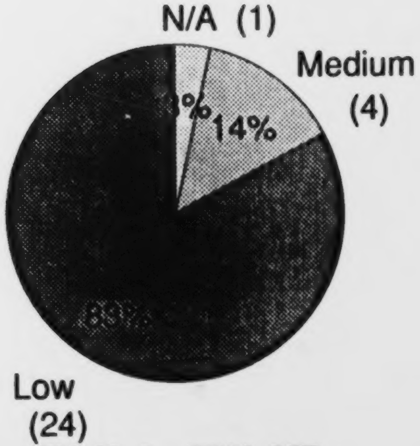


Yes: Grand Rapids, Jackson, Kalamazoo, Lansing, Schoolcraft
Southwestern, Wayne, West Shore

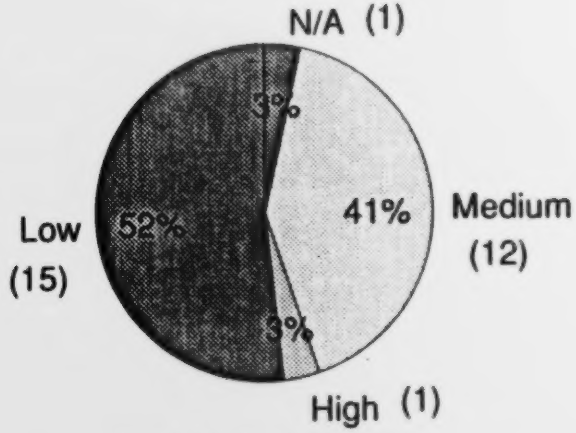
QUESTION 51:

HOW WOULD YOU DESCRIBE THE TURNOVER RATE FOR YOUR DEVELOPMENTAL FACULTY?

GRAPH 16



FULL-TIME FACULTY



PART-TIME FACULTY

EXTERNAL RELATIONS

QUESTION 52:

What activities and data do you **share with feeder high schools** concerning developmental enrollment?

Finding:

While 13 colleges (45%) reported that they engage in activities or share data with feeder high schools concerning developmental enrollment, most noted that these efforts are not formal or systematic. The most frequently reported activity was meetings between college and high school counselors. Highland Park Community College noted that high school counselors come to their institution to receive academic profiles of their students. Other colleges reported that they disseminate developmental enrollment at regional high school group meetings, annual academic conferences, presidential up-dates, and to high schools upon request.

While Kalamazoo Valley Community College reported that they will begin providing ASSET and developmental education statistics to high schools in their service area, Monroe County Community College, Northwestern Michigan College, St. Clair County Community College, and Wayne County Community College reported that they are currently sharing ASSET composite results with area high schools.

West Shore Community College was the sole institution to report that their math and english faculty meet periodically with area high school teachers.

QUESTION 53:

Does your institution work with **K-12 adult education** to meet the developmental education needs of your community? If YES, explain.

Finding:

Thirteen colleges (45%) reported that they are collaborating with K-12 adult education to meet the developmental education needs of their communities. While some colleges noted that they are "just in the developmental stages" of working together, others reported the following activities:

- acting as a referral agency to adult education for students who fall below the basic skills level of college preparedness (Oakland);
- acting as a referral agent to adult education programs for students who need intensive remediation in English as a Second Language (St. Clair);

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- * - networking with K-12 adult education to accept referrals to college grant programs (Alpena);
- * - providing tutors for K-12 adult education (Bay de Noc);
- * - working together on common goals (Kalamazoo Valley);
- * - involving adult education personnel in developmental studies and planning (North Central);
- * - pursuing joint grants and attempting to complement services (Kirtland, Schoolcraft -- course articulation);
- * - sharing advisory committees (Schoolcraft);
- providing courses on request to adult education programs (Lansing);
- providing college courses as part of the total adult education program (Washtenaw);
- * - providing space for local educational agency adult education (Alpena, Grand Rapids Junior College, North Central Michigan College, and Oakland and West Shore Community Colleges -- adult basic education literacy program meets in the college learning center).

*These activities reflect a movement in Michigan toward greater collaboration among educational agencies to address common problems and maximize resources.

QUESTION 54:

Is **space provided** within your institution for neighboring K-12 school districts to conduct adult education courses?

Finding:

As shown in Graph 17, only five colleges (17%) reported that they were presently providing space within their institution for neighboring K-12 school districts to conduct adult education courses.

QUESTION 55:

Does your institution work with **community-based organizations** to meet the developmental needs of your community? If YES, please explain.

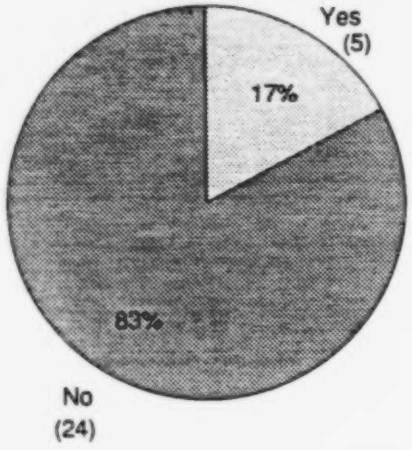
Finding:

Twenty-three colleges (79%) reported that they are presently working with community-based organizations to meet the developmental needs of their communities. The nature of these activities and/or the organizations are listed as reported:

GRAPH 17

QUESTION 54:

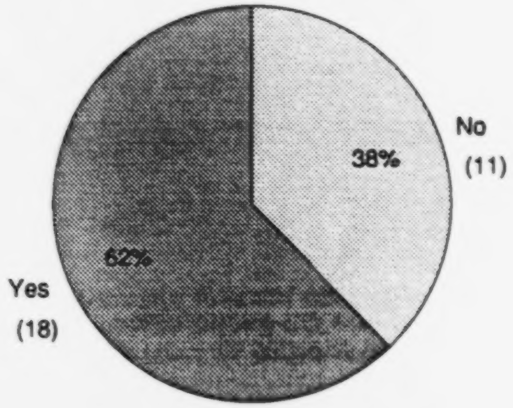
IS SPACE PROVIDED WITHIN YOUR INSTITUTION FOR NEIGHBORING K-12 SCHOOL DISTRICTS TO CONDUCT ADULT EDUCATION COURSES?



Yes:	Alpena, Grand Rapids, North Central, Oakland, West Shore

QUESTION 56:

DOES YOUR INSTITUTION WORK WITH BUSINESS AND INDUSTRY TO PROMOTE ONGOING AND, IF NECESSARY, ON-SITE DEVELOPMENTAL EDUCATION PROGRAMS DESIGNED TO MEET SPECIFIC NEEDS?



Yes:	Alpena, Mott, Henry Ford, Highland Park, Jackson, Kalamazoo, Lake Michigan, Lansing, Macomb, Monroe, Muskegon, North Central, Northwestern, St. Clair, Schoolcraft, Washtenaw, Wayne, West Shore

- special needs staff meets with community members needing services;
- college staff serve on or participate in literacy councils/coalitions, groups, project (e.g., cooperate with city library in their literacy program);
- network with community agencies to accept client referrals:
  - Department of Social Services (e.g., Mott Community College Survival Skills Program)
  - Job Training Partnership Act [JTPA] (e.g., JTPA Learning Labs)
  - CDA training for potential Head Start workers
  - Human Investment Core Group
  - Michigan Employment Security Commission [MESC] (e.g., MESC-TRA retraining)
  - Michigan Rehabilitation Services
  - women's shelters
  - counseling centers
  - specific community agencies (e.g, Western U.P. Manpower Consortium, Tri-City SER; Opportunities Industrialization Center, Growth Works, Inc.)
  - Tech Prep initiatives
  - participate in a mentoring program with local business and professional women
  - donate space and facilities for middle/high school tutor programs

QUESTION 56:

Does your institution work with **business and industry** to promote ongoing and, if necessary, on-site developmental education programs designed to meet specific industry needs? If YES, state an example.

Finding:

Eighteen colleges (62%), as listed beneath Graph 17, reported that their institution works with business and industry to promote ongoing and, if necessary, on-site developmental education programs designed to meet specific industry needs.

An examination of responses revealed that the level of participation across institutions varies considerably, as does the specific service provided to business and industry. For example, Highland Park Community College noted they had offered a developmental math course at a local machine shop, while Henry Ford Community College reported the following:

> "A 3-year contract for 88 hours, Electronics for Test Product Technicians, custom designed for Ford Motor; caster training, 24 hours, customized for Rouge Steel; 180 corporate clients and nearly 4,000 students served since July 1, 1987."

Other specific examples of community college involvement with business and industry to promote ongoing and, if necessary, on-site developmental education programs designed to meet specific industry needs include:

- Skills Program at Buick/Olds/Cadillac Employee Development Center (Lansing Community College);
- GM Learning Center (Kalamazoo Valley Community College);
- Great Lakes Steel, Ford Motor Company Brownstone Plant (Wayne County Community College);
- Providing test for basic skills at Gast Manufacturing Corporation (Lake Michigan College);
- Math labs set up in union sites, GM, and plants (Washtenaw Community College);
- Elm Plating - precision courses provided (Jackson Community College);
- Bus with computer lab, aptitude assessments, etc. (St. Clair County Community College);
- "If a specific business or industry requests developmental education training, Mott Community College will bid the contract and deliver the training as outlined in the bid."

EVALUATION OF DEVELOPMENTAL EFFORTS

QUESTIONS 57 AND 58:

Does your institution **survey students for their expectations** of developmental services? If YES, does your institution survey all students or some students?

Finding:

Only five colleges (17%) reported that they survey students, and of that number only three (10%) reported surveying all students.

QUESTION 59:

How is the **success** of your developmental efforts **measured** in the following subject areas? Check all that apply: reading, writing, math, algebra, science, other.

Finding:

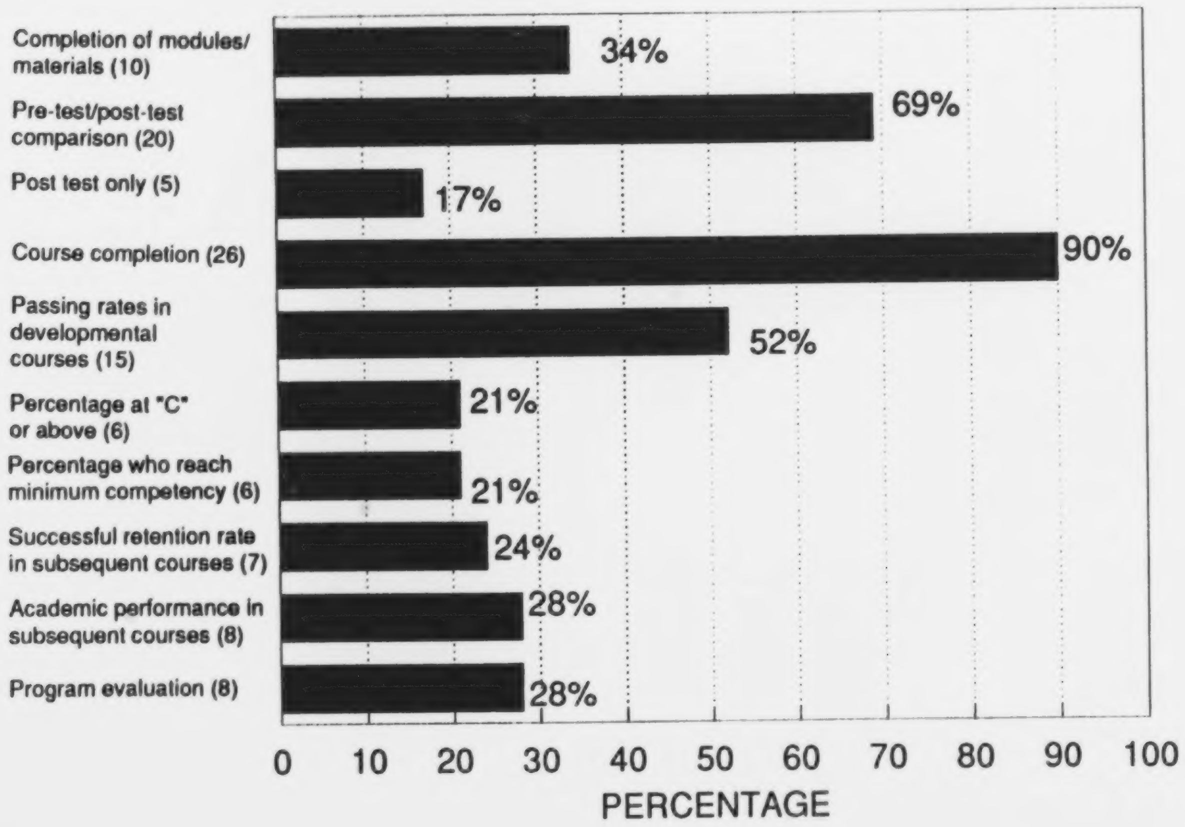
The findings for this question are illustrated in separate graphs for each of the subject areas. An examination of the results indicates that the single most frequently reported measure of success across all subject areas was course completion. Listed below are the three most frequently reported indicators of success within each specific content area followed by the percentage of colleges that reported this measure.

Reading: Graph 18	course completion (90%) pre-test/post-test comparison (69%) passing rates in developmental courses (52%)
Math: Graph 19	course completion (76%) passing rates in developmental courses (52%) pre-test/post-test comparison (38%)
Writing: Graph 20	course completion (86%) passing rates in developmental courses (48%) pre-test/post-test comparison (41%)
Science: Graph 21	course completion (21%) passing rates in developmental courses (14%)
Algebra: Graph 22	course completion (48%) passing rates in developmental courses (28%) pre-test/post-test comparison (17%) and percentage at "C" or above (17%)

It important to note that very few colleges are currently measuring success in terms of how many students reach minimum competency on a post-test sufficient for college-level coursework. Rather, colleges appear to be using traditional pre-test/post-test comparisons and passing rates in a developmental course (2.0 or above) rather than measures such as successful retention rates in subsequent college-level courses (2.0 or above), or academic performance in subsequent college-level courses.

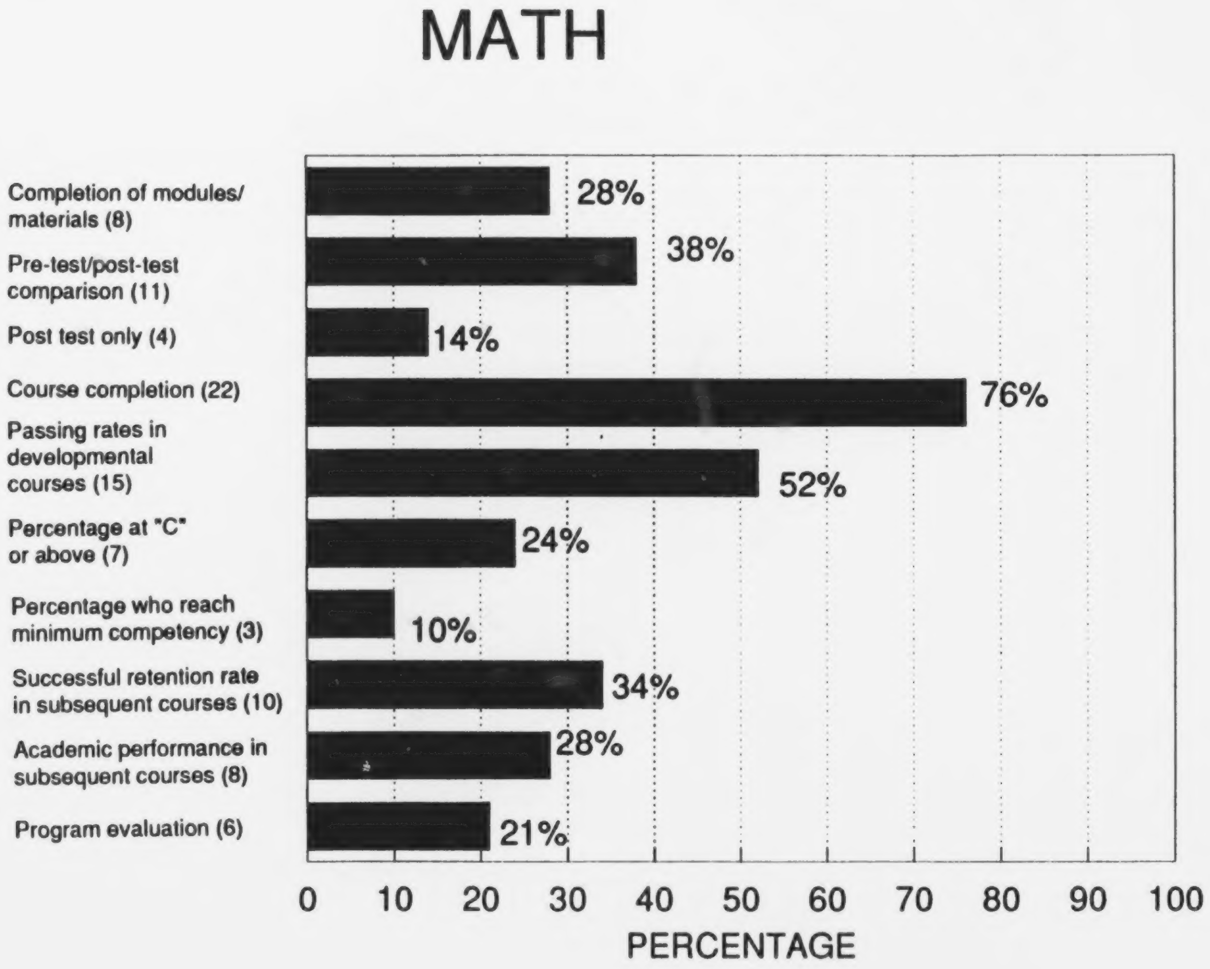
QUESTION 59:

READING



GRAPH 18

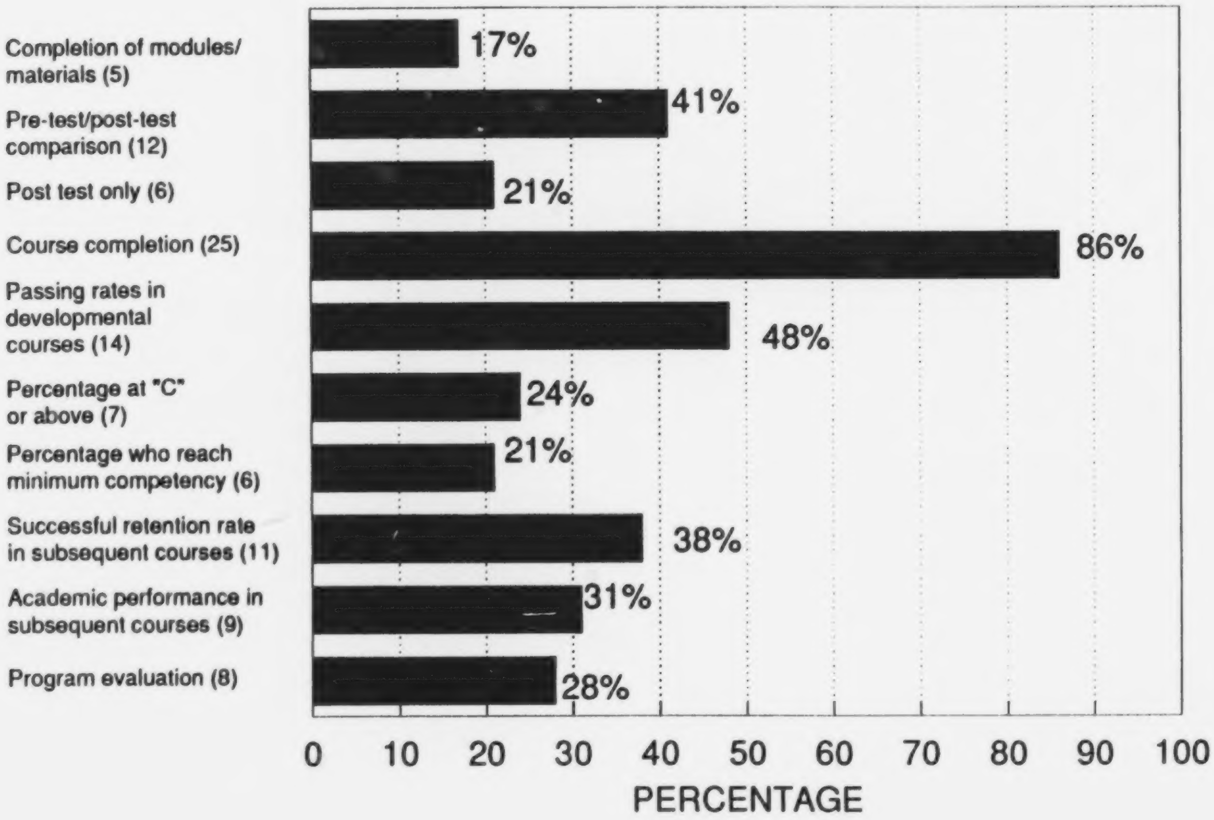
QUESTION 59:



GRAPH 19

QUESTION 59:

WRITING

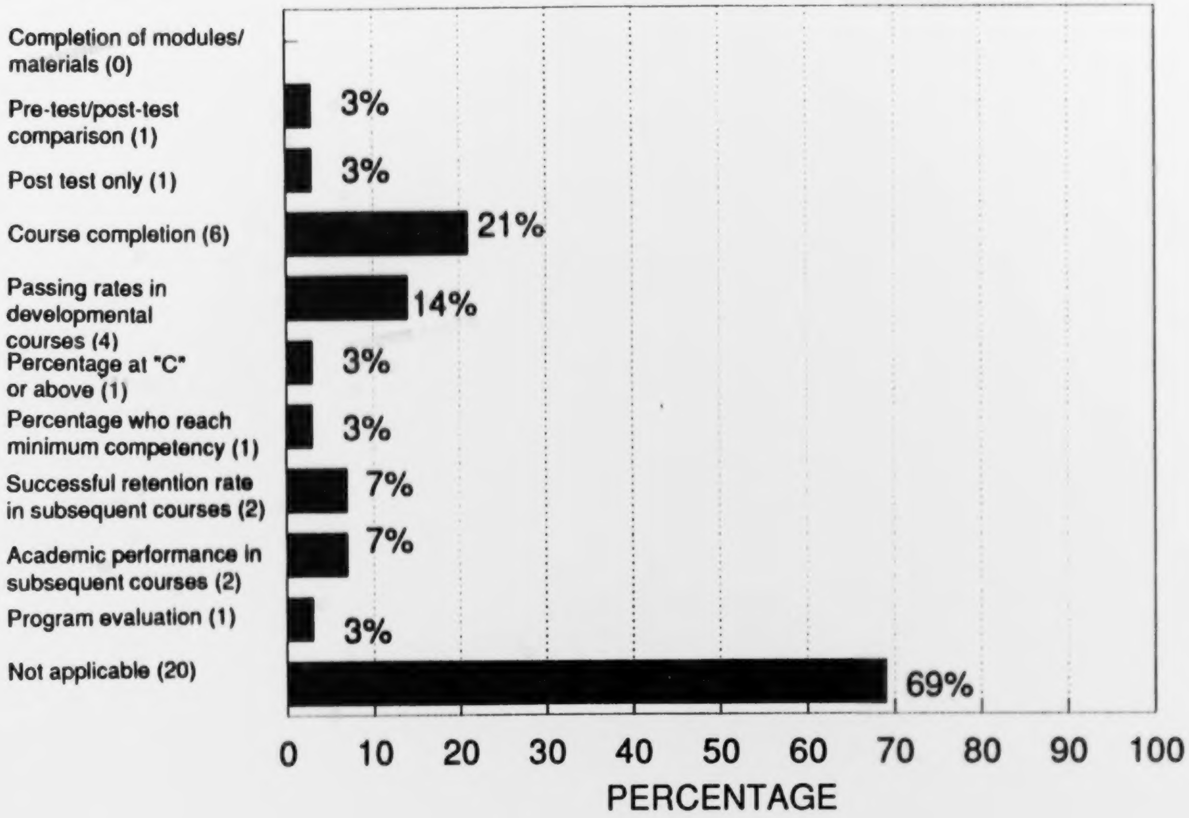


GRAPH 20

113

QUESTION 59:

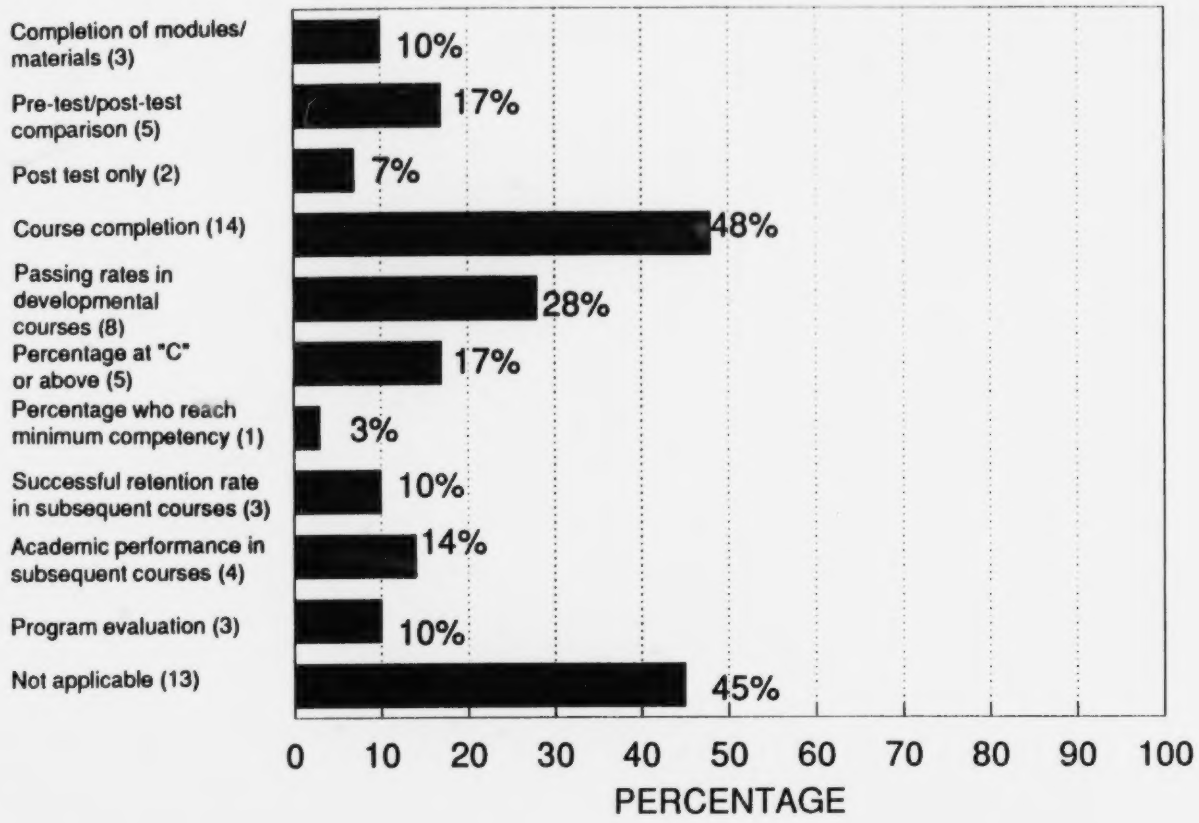
SCIENCE



GRAPH 21

QUESTION 59:

ALGEBRA



GRAPH 22

QUESTION 60:

What is the percentage of those completing remediation who **reach minimum competency** on a post-test sufficient to begin college-level coursework?

Finding:

Eighteen colleges (62%) were unable to answer this question. Most reported that the data was unavailable or that this question was currently under study. Since there was considerable variance in the answers provided by the eleven colleges (38%) that responded to this question, ranges in the percentage of students who complete minimum competency on a post-test sufficient to begin college-level coursework are noted below, and not averages.

Content Area	Range in Percent Who Complete Minimum Competency on a Post-test Sufficient to Begin College-level Coursework
Reading	24.00% - 100.0%
Writing	30.00% - 90.0%
Math	30.00% - 100.0%
Algebra	42.61% - 67.9%

QUESTION 61:

How often are developmental programs or services **evaluated**?

Finding:

According to 45% of the respondents, developmental programs and services are most frequently evaluated on an informal basis each term. In contrast to seven colleges (24%) that reported that their reading programs or services are evaluated formally each year, only six colleges (21%) reported that their efforts in writing and math computation are formally evaluated each year.

QUESTION 62:

What **institutional research** has been undertaken in developmental education areas at your institution within the last two years? Explain.

Only eight colleges (28%) did not respond to this question. The remaining 21 colleges responded in a very impressive manner, indicating that a good deal of institutional research in developmental education is occurring on community college campuses in Michigan. This latter finding must be the best kept secret in community colleges today. For this reason, the findings to this question are elaborated on for each college:

Bay de Noc:
Have assessed the needs of our program and looked at other programs.

Delta:
Pre and post-testing in developmental English courses.

Gogebic:
In Fall 1989, initiated a computer program to record placement scores of all students tested. When we add GPA information at semester's end, will be able to do a correlation between testing results and actual student performance.

Highland Park:
Annual comparison of success percentages between students in developmental courses who utilize support services and those who do not.

Jackson:
Currently involved in search of retention patterns of developmental students.

Kellogg:
Math - monitoring subsequent enrollment and success.
Reading/Study Skills - have compared retention rates for students who completed developmental work in reading/study skills to those who have not taken developmental work.

Kirtland:
Preliminary studies undertaken to determine the validity and usefulness of the ASSET test; also, preliminary studies of the success of developmental students vs. students not required to take developmental courses.

Lake Michigan:
Continuing to check entrance versus exit scores to measure progress.

Lansing:
Basic Skills Committee Task Force Research Report (1989).

Macomb:
An evaluation of the effectiveness of short-term monitoring and its ability to identify "at risk" students has been completed. Continuing research is underway to test correlation between ASSET scores, placement, and grade earned. We are also designing a study to test the effectiveness of developmental courses. It will involve exit testing students and checking gains in assessment test scores.

Mid Michigan:
Research on pre-/post-tests for 1987-88 students in SSC 100, 106, and 107.

Montcalm:
Longitudinal study of over 300 students to determine the effectiveness of the Developmental Program.

Mott:
Evaluation of Degrees of Reading Power Test and its correlation with grades in content courses. Formal evaluation of students enrolled in Fall 1988 classes, and "Whatever Happened to the Class of 1983," a longitudinal study of very low students who entered in 1983. Blue Ribbon Committee (1989).

Muskegon:
Textbook evaluations, success in further math courses, success in concurrent writing courses.

North Central:
Internal survey of faculty, math testing, analysis of attrition in math.

Northwestern:
Analysis of courses including completion rates and success in future courses.

Oakland:
1988-89 Study of Basic Skills Pilot Program.

Schoolcraft:
ASSET scores vs. success in remedial classes; ASSET tracking; percent of students by specific score; selected developmental student GPA progress; success of students in remedial classes.

Southwestern:
Program evaluation is on-going. No other department on campus is researched or evaluated as fully or as often as developmental education.

Wayne:
Researched reasons for developmental students withdrawing from the institution. Grades earned in classes correlated with scores achieved on ASSET; the percentage of students enrolled in developmental reading classes who meet the exit criteria.

West Shore:
Looked at student success rates in developmental courses and correlated success in developmental courses with success in subsequent (specific) college level-courses. Also, have examined assessment instruments in terms of correct student placement.

QUESTION 63:

List five specific **strengths** of your developmental efforts and five **areas of major concern**:.

Finding:

The five specific **strengths** of Michigan's community colleges' developmental efforts were determined to be:

1. Faculty
2. Institutional Support
3. Cooperation/Collaboration Across Departments
4. Student Benefits
5. Student Assessment

The five specific areas of **concern** regarding Michigan's community colleges developmental efforts were determined to be:

1. Adequate Financial Support for Instruction, Staff, and Space
2. Student Placement
3. Evaluation of Student Outcomes
4. Professional Development for Developmental/Non-Developmental Faculty/Staff
5. "Hard to Serve" Students

QUESTIONS 64 AND 65:

Once again, read the **definition of developmental education** on the first page. For purposes of operating your own program, do you agree with this definition?

Finding:

Only one community college, Gogebic, disagreed with the American Association of Community and Junior Colleges' definition of developmental education used in this study. Gogebic responded:

> "NADE's (National Association of Developmental Education) broader-based interpretation is more appropriate, since an important aspect of our developmental program includes peer tutoring services for good students who may need alternative presentation or delivery systems in areas like chemistry, physics, calculus, and law."

QUESTION 66:

Using the following five headings (Academic Assessment Practices, Academic Placement Practices, Academic Instructional Practices, Academic Placement Practices, Student and Program Evaluation Practices, Working Arrangements or Understandings with Other Agencies for the Delivery of Developmental Services or Education), provide a **process description** of your developmental activities or program, incorporating answers to the questions: who, what, when, why, and how, as appropriate. This narrative will be an important component of the final report and should be written to be of utilitarian value to developmental educators and policy makers.

Finding:

The content of the narrative descriptions received from individual institutions varies significantly. For resource purposes, a condensed version is available from the Department of Education upon request. The narratives provide valuable insight into educational practices that are used to assess and assist students in need of developmental education. They also importantly highlight the type of working relationships Michigan community colleges enjoy with other agencies concerning the delivery of developmental education services.

CONCLUSION

Community colleges are at a critical crossroad in developmental education. Although all community colleges in Michigan academically assess students, less than one-half require student placement in tested content areas of deficiency (e.g., math, reading, writing). Additionally, only 15 community colleges (52%) require students to pass developmental coursework as a precondition to enrollment in college-level coursework.

Faced with increasing initiatives from federal and state agencies which call for greater accountability in student outcomes, community colleges must now reexamine and determine what are appropriate and realistic goals of developmental efforts (e.g., the ability to succeed in subsequent college-level courses, college graduation).

Importantly, responses to these challenges appear to have the support of students in two important areas -- testing and a "community college guarantee". To elaborate, results from the last Michigan State Board of Education opinion survey of community college students (1988) indicate that the great majority (79%) agree that community colleges should require testing in math, reading, and writing skill levels prior to admission into college-level courses. The opinion poll did not ask whether students support mandatory placement in tested areas of deficiency. In addition, the poll indicates that three out of four students (76%) also said a community college "guarantee" is "very important" since it guarantees that a graduate will be properly trained for a job.

The results of the 1989 "Survey of Student Assessment and Developmental Education in Michigan's Public Community Colleges" suggest that potential solutions to the challenges faced by community college educators lie within the institutions themselves and that many are critically examining the educational outcomes of their developmental efforts. Michigan's community colleges are to be commended!

RECOMMENDATIONS

Community Colleges are encouraged to develop a college-wide review committee to discuss implications of "A Survey of Student Assessment and Developmental Education in Michigan's Public Community Colleges" for adoption of those principles supportive of their local college philosophies and historical tradition. All community colleges are encouraged to develop a board policy and mission statement on developmental education which reflects realistic and appropriate goals (e.g., the ability of students to succeed in subsequent college-level courses).

Community Colleges:

1. Community colleges should be certain that their assessment instruments are valid, reliable, free of bias, and used for their intended purpose, using more than one if necessary.

2. Community colleges should develop a procedure to ensure that all students are apprised of the academic implications of enrolling in developmental education (e.g., type of academic credit awarded, effect on grade point average, implications for transfer).

3. Community colleges need to examine their structure (centralized or decentralized) for providing services and courses to ensure that all students are provided equal access to needed developmental support.

4. Community colleges should examine the level of student support services available to evening and off-campus students who enroll in developmental courses.

5. Community colleges need to ensure that their developmental activities compliment college-level courses and produce the prerequisite skills needed in college-level courses.

6. Community colleges need to improve record and data keeping procedures to determine the impact of developmental services on various student populations.

7. Community colleges need to utilize stronger evaluation methods to determine the effectiveness of developmental efforts and incorporate the results into their decision making process.

8. Community colleges need to ensure that their Activity Classification Structure Report #6 (ACS #6) is accurate and reflects the amount of their credit and non-credit instructional activities in developmental education.

9. Community colleges need to ensure that their developmental education policies and practices are congruent with national financial aid "Ability to Benefit" regulations.

10. Community colleges need to develop closer linkages with feeder high schools via administrators, faculty, and counselors to share information about developmental enrollments and academic skill areas in which entering college students are unable to demonstrate competency to succeed in college-level coursework.

11. Community colleges need to provide leadership in the creation of multi-educational level task forces (in cooperation with other educational agencies) for the purpose of collectively working together to decrease the number of students needing developmental assistance. Such task forces would afford needed opportunities for secondary and postsecondary developmental educators to meet on common problems and work toward potential solutions.

12. Community colleges need to individually and collectively develop a strategic plan in student assessment and effective implementation of developmental education to determine what works and what does not work.

State Board of Education, Governor, Legislature Need To:

1. Continue to support the role that Michigan's public community and junior colleges are playing in developmental education.

2. Provide financial incentives in the area of developmental education to expand implementation activities which contribute to an effective delivery system: student assessment and testing, career and academic counseling, curriculum and professional development, and development of a system to monitor student progress.

3. The State Board for Public Community and Junior Colleges, in conjunction with Michigan's community colleges need to convene a meeting to share the results of research on student placement and outcomes of developmental education that has been done at their respective colleges within the last two years.

PLEASE RETURN BY: OCTOBER 5, 1989

A SURVEY OF STUDENT ASSESSMENT AND DEVELOPMENTAL EDUCATION IN MICHIGAN'S PUBLIC COMMUNITY COLLEGES

SEPTEMBER, 1989

A State Board for Public Community and Junior Colleges Project

RETURN SURVEY TO:

Barbara J. Argumedo, Ph.D.
Michigan Department of Education
Community College Services Unit
P. O. Box 30008
Lansing, MI 48909

COLLEGE:____

NAMES AND TITLES OF PERSONS COMPLETING THIS SURVEY:

Principal Responder: ______________________________
Other Participants:

NAME	TITLE

PURPOSE:

This is a study of current policies, practices, and populations served by developmental efforts in Michigan's community colleges. The study is fourfold: (1) to determine the number of community college students needing developmental services; (2) to determine the universe of students with academic skill deficiencies; (3) to gather information about the evaluation methods used to assess, monitor, and determine students' developmental success, and (4) to determine the organizational structure and operation of developmental education activities in Michigan's community colleges. This is the second such study of student assessment and developmental education in Michigan's community colleges, the first having been conducted in 1988. This study differs from the first by constructing a more indepth and detailed account of the state of student assessment and developmental education in Michigan's public community colleges and the four-year universities that also serve in a community college capacity, Ferris State, Lake Superior State, and Northern Michigan Universities.

For purposes of this study, the American Association of Community and Junior College's definition of remedial/developmental education (11/87) is used. The definition is as follows:

The term developmental education is used in postsecondary education to describe programs that teach academically underprepared students the skills they need to be more successful learners. The term includes, but is not limited to remedial courses. Whether these students are recent high school graduates with inadequate basic skills, returning adults with dormant study skills, undecided students with low motivation for academic achievement, or English as a Second Language students, developmental programs can provide the appropriate academic tools for success.

Effective developmental education programs provide educational experiences appropriate to each student's level of ability, ensure standards of academic excellence, and build the academic and personal skills necessary to succeed in subsequent courses on the job. Developmental programs are comprehensive in that they assess and address the variables necessary at each level of the learning continuum. They employ basic skill courses, learning assistance centers, supplemental instruction, paired courses, and counseling services.

METHODOLOGY:

All 29 community colleges are being asked to complete the following survey as well as the three four-year universities that serve in a community college capacity by awarding certificates and/or associate degrees. At each institution, the president will be asked to designate one individual who will be responsible for ensuring that all appropriate staff are notified and have input into the completion of this survey. The administrators responsible for academic instruction and student services at each college will receive a copy of the letter sent to the president. At each institution the number of individuals assisting in the completion of the survey may range from one to many, although the expectation is that only one survey will be returned from each college. For this reason it is strongly recommended that at each college a committee representative of the various developmental efforts be formed to coordinate the completion of a single survey form. The president should solicit input from the following individuals in the completion of this survey: (1) Developmental administrator and instructor from each program area, (2) Director of Counseling/Student Services, (3) Registrar, (4) Director of Admissions, (5) Special Needs Coordinator, and (6) ACS 6 contact person or the institutional budget official.

Study reports will be largely statistical, although they may note specific institutional efforts in developmental education. Individual confidentiality is assured for college staff responding to the survey.

In addition to those individuals who participated n the completion of the survey form, every college president will receive a study report. The research report will also be submitted to the ERIC system for use by other developmental educators and policy makers.

The survey is organized according to the following components: assessment/placement, developmental population, assessment methods, services/activities, organizational structure, institutional policies and practices, faculty and staff, external relations, evaluation of developmental efforts, and program narratives.

1. Does your institution have a Board policy on developmental education?

____YES ____NO _____Year Adopted

If YES, provide the policy statement in the space below. If necessary, attach a separate sheet.

ASSESSMENT/PLACEMENT:

2. Do you test newly admitted students?

_____No testing

_____Optional testing

_____YES

3. What type of students are tested? (Check all that apply)

_____ All students

_____ Full-time credit students

_____ Full-time non-credit students

_____ Part-time credit students

_____ Part-time non-credit students

_____ Evening students

_____ Community service students

_____ Customized business and industry training students

_____Testing is based on specific course requirements

_____Freshman only, not incoming transfer students

_____All transfer students

_____Only transfer students who have not taken English or math

_____Self- or faculty-referred students

_____ Off-campus students

_____Other (specify) ______________________________

4. Does your institution have policies of **mandatory** testing or **mandatory** placement in the following areas? (Check all that apply)

	MANDATORY TESTING		MANDATORY PLACEMENT	
	YES	NO	YES	NO
READING	___	___	___	___
WRITING	___	___	___	___
MATH COMPUTATION	___	___	___	___
ALGEBRA	___	___	___	___
SCIENCE (SPECIFY)				
___	___	___	___	___
___	___	___	___	___
Other(s):				
___	___	___	___	___
___	___	___	___	___

5. What are the cut-off scores at or below which students are recommended for placement in developmental or below college-level courses?

	CUT-OFF SCORE	TEST INSTRUMENT (i.e., standardized tests, college-developed tests, or other)
READING	___	___
WRITING	___	___
MATH COMPUTATION	___	___
ALGEBRA	___	___
SCIENCE	___	___
OTHER	___	___

DEVELOPMENTAL POPULATION:

6. What populations are your developmental services prepared to accommodate? (Check all that apply)

____Unprepared/illiterate
____Underprepared/academically disadvantaged[1]
____Limited English proficient (LEP)
____International students
____Handicapped[2]:
    ____Learning disabled (i.e, dyslexic)
    ____Mentally or emotionally impaired
    ____Traumatic brain injured
    ____Speech or language impaired
    ____Hearing impaired
    ____Visually impaired
    ____Deaf/blind
    ____Mobility impaired
    ____Multi-handicapped
    ____Other disabled students (specify:)
    ____
____Other (specify)________________________________
____

---

[1] a. New enrollees from a secondary educational agency whose basic academic or overall G.P.A. is below 2.0 on a 4.0 scale, or persons who demonstrate inability to succeed based upon standardized test procedures.
b. G.P.A. of less than 2.0 on a 4.0 scale in those courses designated for the occupational training program during the current and/or previous enrollment periods in a postsecondary institution.
c. Students with a record of repeated withdrawals who have enrolled or intend to enroll in an approved occupational education program.
d. Secondary educational program drop-out without a high school diploma or a G.E.D..

[2] a. Persons who have been diagnosed as handicapped by a physician, psychiatrist, psychologist, or other recognized professional who is licensed and/or certified by the State of Michigan to make such determinations.

7. Are your institution's developmental education services available only to students who tested as needing developmental assistance?

____YES ____NO

(Explain): ____

____

____

Date ____________________

College ____________________

DEVELOPMENTAL COURSE LISTING

COURSE CODE	COURSE NAME	ACS CODE (0.00)	CRDT. HOURS (0.00)	CNTCT. HOURS (00.0)	REMED/ SUPP STDY (R OR B)	UNDUPLICATED STUDENT HEADCOUNT

a:dcrslist.8/28/89

Revised 9/8/89

REPORTING CAUTION FOR QUESTIONS 9-12:

For questions 9-12, include all students enrolled in credit and non-credit courses, students in business and industry contracted instruction, and students in special programs supported by state and federal funds. Do not refer to IPEDS (Integrated Postsecondary Education Data System) data from Fall Enrollment Form Part C, 1.a., as the IPEDS data only includes students enrolled for credit and would result in an undercount of developmental students served.

9. Please identify the number of students by race and sex who tested as needing remediation in one or more developmental areas in Fall term, 1988.

Note: Students may be counted more than once.

FALL 1988

Remedial/ Developmental	Black Non-Hispanic		Hispanic		Asian/ Pacif. Island.		Amer. Indian/ Alaskan Nat.		White Non-Hispanic		Non-Resident Alien		Other		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Reading																
Writing																
Math Computation																
Algebra																
Science																
Other (specify)																

10. Please provide an enrollment summary of students by **age** who **tested as needing** remediation in one or more developmental course during Fall term, 1988.

AGE	MEN	WOMEN
Under 18		
18-19		
20-21		
22-24		
25-29		
30-34		
35-39		
40-49		
50-64		
65 and Over		
Age Unknown		
TOTAL STUDENTS		

11. Please identify the number of students by race and sex who **enrolled in** one or more developmental course during Fall term, 1988.

Note: **Students may be counted more than once.**

FALL 1988

Remedial/ Developmental	Black Non-Hispanic		Hispanic		Asian/ Pacif. Island.		Amer. Indian/ Alaskan Nat.		White Non-Hispanic		Non-Resident Alien		Other		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Reading																
Writing																
Math Computation																
Algebra																
Science																
Other (specify)																

12. Please provide an enrollment summary of students by **age** who enrolled in one or more developmental course during Fall term, 1988.

AGE	MEN	WOMEN
Under 18		
18-19		
20-21		
22-24		
25-29		
30-34		
35-39		
40-49		
50-64		
65 and Over		
Age Unknown		
TOTAL STUDENTS		

ASSESSMENT METHODS:

13. Do you use standardized tests?

_____YES (Go to 14)

_____NO (Go to 15)

14. If YES, check all that apply:

_____ASSET (Check components used)
    _____Writing Skills
    _____Reading Skills
    _____Numerical Skills
    _____Advanced Mathematics
        _____Elementary Algebra
        _____Intermediate Algebra
        _____College Algebra
        _____Geometry

_____College Board MAPS (Multiple Assessment Programs & Services)

_____College Board CLEP (College Level Examination Program)

_____Standardized Reading Test (List names):

____

____

_____T.O.E.F.L. (Test of English as a Foreign Language)

_____Other (Specify)

____

____

____

15. Do you use college-developed tests?

_____YES _____NO

16. If YES*, check in which subject areas:

_____Writing

_____Reading

_____Math Computation

_____Advanced Mathematics
    _____Elementary Algebra

    _____Intermediate Algebra

    _____College Algebra

    _____Geometry

_____Science (specify)_______________

_____Other (specify for what purpose)

____

____

____

*If your institution uses college-developed test instruments, please attach a separate sheet(s) detailing test content, number of questions, and ability ranges as appropriate.

17. Do you use other methods to identify students who need developmental education ?

_____YES (GO to 18) _____NO (GO to 19)

18. If **YES**, check all that apply:

_____ College Instructor/Counselor Referral

_____ Student Referral

_____ High School Record

_____Transfer Record

_____ACT Scores

_____SAT Scores

_____Business and Industry Referrals

_____Other (specify)_______________________________

____

____

19. Of the methods you use from the previous lists, are there any with which you are dissatisfied?
(Please explain) ______________________________________

____

____

____

____

SERVICES/ACTIVITIES:

20. Do you conduct student assessment?

_____YES (GO to 21) _____NO (GO to 23)

21. If **YES**, what types of assessment do you use? Check all that apply and provide the percentage (%) of students from the total enrolled in the institution who receive these services.

Assessment:	**Percentage of Students**
_____Academic Assessment (e.g., Formal Testing)	_____%
_____Interest and Career Assessment	_____%
_____Individual Assessment (i.e., Personal Counseling)	_____%
_____Specialized Assessment (e.g., Handicapped)	_____%
_____Prescription for Assistance	_____%

22. What type of student assessment takes place within developmental reading, math, and writing courses to confirm appropriate student placement?

Developmental reading: ____

____

____

Developmental math: ____

____

____

Developmental writing: ____

____

____

23. Do you have a system for monitoring student progress across developmental areas?

_____YES (GO to 24) _____NO (GO to 25)

24. If **YES**, in what developmental subject areas does monitoring take place? Check all that apply and provide the percentage (%) of students from the total enrolled in the institution who receive these services.

Monitoring:	**Percentage of Students**
_____Reading	_____%
_____Writing	_____%
_____Math Computation	_____%
_____Algebra	_____%
_____Science	_____%
_____Other(s)	
__________	_____%
__________	_____%

25. What skill areas are included in developmental education? (Check all that apply)

Skill Areas:

_____ Literacy (0-sixth grade)
_____High School Completion
_____G.E.D. Preparation
_____Basic Skills (Reading, Writing, Math)
_____Study Skills (e.g., note taking, test taking)
_____Critical Thinking/Reasoning Skills
_____Technology literacy (to bridge gap between basic skills and machine specific training)
_____Employability Skills
_____Life Survival Skills (e.g., Orientation to College Life; other affective components)
_____Other (specify)__________

26. What percent (%) of instruction in developmental education is delivered:

Delivery Systems: **Percentage of Instruction**

____Traditional Classroom Setting (whole-group instruction with students of dissimilar academic achievement levels) ____

____Traditional Classroom Setting (whole-group instruction with students of similar academi achievement levels) ____

____Paired Courses (i.e., developmental and content area) ____

____Learning Assistance Centers ____

____Computer-Assisted Instruction ____

____Individualized Learning Lab (non-computerized) ____

____One-to-One Individualized Instruction ____

____Competency -Based Instruction

____Combination of Classroom, Assistance Center, and Tutoring ____

____Supplemental Instruction (model students attend high risk courses and conduct small group sessions afterward) ____

____Other (specify)________________________ ____

27. What academic support services are used to meet the needs of students in developmental education? Check all that apply and provide the approximate percentage (%) of students needing services that receive them.

Academic Support Services:	**Percentage of Students**
____Student Intervention Activities (e.g., Intrusive Advising)	________%
____Support Services for the Handicapped	________%
____Feedback to Faculty re: the Institution's Efforts with Developmental Students	________%
____Feedback to Faculty re: Individual Student Progress	________%
____Linkage Between Developmental Support Activities and the Instructional Objectives of Non-Developmental Courses	________%
____Computer-Assisted Instruction	________%
____Professional Tutoring, Program Specific	________%
____Professional Tutoring, General	________%
____Peer Tutoring, Program Specific	________%
____Group Tutoring	________%
____Individual Counseling	________%
____Career Planning	________%
____Academic Counseling	________%
____General Education Development Testing Services (GED)	________%

ORGANIZATIONAL STRUCTURE:

28. Do you have a formal developmental education program?

_____YES _____NO (GO to 30)

If YES, please give the administrative title(s) of the individual(s) who administer it:

____

____

29. What percentage of your developmental program or activities are centralized or decentralized? (Approximate)

	Centralized	Decentralized	
Assessment	______%	______%	=100%
Placement	______%	______%	=100%
Instruction	______%	______%	=100%
Tutorial Services	______%	______%	=100%
Administration	______%	______%	=100%
Evaluation	______%	______%	=100%

30. If you don't have a formal developmental education program at your institution, what best describes your institutional efforts?

_____ (a) decentralized activities administered or monitored by a single individual

_____ (b) decentralized activities administered or monitored by more than one individual

_____(c) centralized set of developmental activities administered or monitored by a single individual

_____(d) centralized set of developmental activities administered or monitored by more than one individual.

31. Developmental Education Assistance is offered through which program/service areas ? (Check all that apply)

____Academic Support

____Student Affairs/Student Support Services

____English Department

____Math Department

____Learning Assistance Center

____Education Department

____Other (Explain:________________________________

____

32. Where are your developmental activities conducted? (Check all that apply)

____On Campus

____Off-Campus Sites

- ___ Local school districts
- ___ Area vocational centers
- ___ Employer work sites
- ___ Community centers
- ___ Via telecommunication systems
- ___ Mobile units

____ Other (explain)________________________________

____

33. When is developmental instruction available? (Supply **time** periods)

	Weekdays	Evenings	Saturday	Sunday
Classes	____a.m./p.m. - ____a.m./p.m.	____p.m.-____p.m.	____a.m./p.m.- ____a.m./p.m.	____a.m./p.m.- ____a.m./p.m.
Labs	____a.m./p.m.- ____a.m./p.m.	____p.m.-____p.m.	____a.m./p.m.- ____a.m./p.m.	____a.m./p.m.- ____a.m./p.m.
Tutoring	____a.m./p.m. - ____a.m./p.m.	____p.m.-____p.m.	____a.m./p.m.- ____a.m./p.m.	____a.m./p.m.- ____a.m./p.m.

34. What is the approximate percent of students enrolled in developmental courses who attend in the evening? ______%.

35. What is the vehicle for communication across developmental areas (e.g., staff meetings, departmental updates, interdepartmental meetings, informal)? :

____

____

36. How would you describe communication among those that provide developmental services/courses? (e.g., continuous, not consistent, needs improvement)

____

____

37. What are the institutional goals for developmental curriculum? (If necessary, attach a separate sheet)

____

____

____

38. Which individuals are responsible for writing/determining/creating your developmental curriculum? (Explain)

____

____

____

____

____

INSTITUTIONAL POLICIES AND PRACTICES:

39. Do students need to pass prescribed developmental coursework before they can enroll in college-level coursework?

____YES ____NO (comments:)________________________________

____

____

40. How much credit is allowed from developmental courses toward the completion of the following certificates or degrees? (specify)

Certificate/Degree (list)	**Credits toward a Degree** (specify #)
______________________	__________
______________________	__________
______________________	__________
______________________	__________
______________________	__________
______________________	__________

41. Does a student's G.P.A. include credit earned in a developmental course? (Please check only one.)

____Yes

____No

____It is a department's prerogative to include it.

____A limited number of credits are included.

____None of the above (please explain:)____________

____

____

42. What percentage of total college revenue is used to support student assessment, advisement, instruction, and support services for developmental education efforts at your institution? (Please use your best judgement and record your responses vertically.)

	Student Assessment	Student Advisement	Developmental Instruction	Developmental Support Services
% Institutional Operations	______%	______%	______%	______%
% Federal/State/ Other	______%	______%	______%	______%
% Business/Union Contracts	______%	______%	______%	______%
Total	100 %	100%	100%	100%

FACULTY AND STAFF:

43. List the job titles of those individuals employed in the delivery of developmental instruction and services at your institution (i.e., faculty, staff, paraprofessionals, peer tutors, professional tutors) and indicate the number of full- and part-time staff included within each title.

Job Title	*Full-time	*Part-time
____________________	________	________
____________________	________	________
____________________	________	________
____________________	________	________
____________________	________	________

44. Do you use the services of volunteer tutors?

_____YES(GO to 45) _____NO (GO to 46)

45. If **YES**, how are they used in your institution's developmental activities? (Check all that apply)

_____ Tutorial assistance is given within the instructional component of a developmental or college level course.

_____ Tutoring occurs outside the context of a specific course.

46. What different educational qualifications and personal attributes from those of regular faculty and staff does your institution look for when hiring a developmental educator? (attach a separate sheet if necessary.)

____

____

____

47. Are tenured track positions available to developmental education faculty? _____YES _____NO _____NOT APPLICABLE (No tenure system)

48. How many faculty have the following average years of experience in developmental education ? (Provide the number of persons in each category; include lab and classroom instructors)

Educators	#0-3 years	#4-6 years	#7-9 years	# 10-15 years	#16+ years
F.T. Faculty					
P.T. Faculty					
Paraprofessionals					

49. Does your college have a professional development program that includes preparation of staff to work with underprepared students?

_____YES (GO to 50) _____NO (GO to 51)

50. If YES, what program(s) do you use? What have you done that works?

51. How would you describe the turnover rate for your developmental faculty? (Check appropriate response)

	Full-time	Part-time
High (e.g., 1-2 years)	____	____
Medium (e.g., 3-6 years)	____	____
Low (e.g., 7+ years)	____	____

EXTERNAL RELATIONS:

52. What activities and data do you engage in and share with feeder high schools concerning developmental enrollment?

53. Does your institution work with K-12 Adult Education to meet the developmental education needs of your community?

____YES ____NO

If YES, please explain____

54. Is space provided within your institution for neighboring K-12 school districts to conduct adult education courses?

____YES ____NO

55. Does your institution work with community-based organizations to meet the developmental needs of your community?

____YES ____NO

If YES, please explain:____

____

56. Does your institution work with Business and Industry to promote ongoing and, if necessary, on-site developmental education programs designed to meet specific industry needs?

____YES ____NO

If YES, state an example:______________________________________

____

____

____

EVALUATION OF DEVELOPMENTAL EFFORTS:

57. Does your institution survey students for their expectations of developmental services?

____YES (GO to 58) ____NO (GO TO 59)

58. IF YES, does your institution survey all students or some students?

____All Students ____Some Students

59. How is the sucess of your developmental efforts measured in the following subject areas? (Check all that apply)

	READING	WRITING	MATH	ALGEBRA	SCIENCE	OTHER
a. Completion of modules/ competency based materials						
b. Pre-test/post-test comparison (What kind?)						
c. Post-test only (what kind?)						
d. Course completion						
e. Passing rates in developmental courses (2.0 or above)						
f. Percentage at "C" or above						
g. Percentage who reach minimum competency on a post-test sufficient for college-level course						
h. Successful retention rate in subsequent college level course(s) (2.0 or above)						
i. Academic performance in subsequent college level courses						
j. Program evaluation						

k. ______None of the above.

l.______ Other. (Explain:)

IF YOU CHECKED 59c., PLEASE COMPLETE Q. 60 IF POSSIBLE

60. What is the percentage of those completing remediation who reach minimum competency on a post-test sufficient to begin college level coursework?

Percentage (%)

READING __________

WRITING __________

MATH COMPUTATION __________

ALGEBRA __________

SCIENCE __________

OTHER __________

61. How often are developmental programs or services evaluated, either formally or informally? Check either F (Formally) or I (Informally)

Content Area	Each Term/ Semester		Annually		Every Two Years		Other	
	F	I	F	I	F	I	F	I
1. READING								
2. WRITING								
3. MATH COMPUTATION								
4. ALGEGRA								
5. SCIENCE								
OTHER(S): 6.								
7.								

62. What institutional research has been undertaken in developmental education areas at your institution within the last two years?

(Explain)____

____

____

____

63. List five specific strengths of your developmental efforts and five areas of major concern:

Strengths:

1.____________________
2.____________________
3.____________________
4.____________________
5.____________________

Areas of Concern:

1.____________________
2.____________________
3.____________________
4.____________________
5.____________________

64. Once again, read the definition of developmental education on the first page. For purposes of operating your own program, do you agree with this definition?

_____YES (GO to 66) _____NO (GO to 65)

65. If you answered NO to Q. 64, please provide your own working definition of developmental education or the points of difference in the stated definition:

PROGRAM NARRATIVES:

66. Using the following five headings, provide a process description of your developmental activities or program incorporating answers to the questions: who, what, when, why, and how as appropriate. This narrative will be an important component of the final report and should be written to be of utilitarian value to developmental educators and policy makers.

Academic Assessment Practices:

Academic Placement Practices

Academic Instructional Practices

Academic Placement Practices

Student and Program Evaluation Practices:

Working Arrangements or Understandings with Other Agencies for the Delivery of Developmental Services or Education:

QUESTION 63:

List five specific strengths of your developmental efforts and five areas of major concern.

Strengths:		**Number of Colleges**
1.	- Assessment tests used	1
	- ASSET, Nelson Denny	1
	- Reasonably accurate ASSET placement of students in proper courses	
	- Assessment	5
	- Well established and well staffed testing center	1
	- Individual diagnosis	1
	- Standardized testing	1
	- Mandatory assessment (Jackson)	1
	- Mandatory testing and placement (Schoolcraft)	1
2.	- Computerized access to student records	1
3.	- Federal/state grant programs support developmental services	3
	- Funding available for initial activities	1
4.	- Increasing faculty cooperation in advisement process	1
	- Formal orientation and intrusive academic advising program	1
	- Academic advising	1
5.	- Centralized dean of instruction/student services	1
	- Improved coordination with a chair now designated	1
6.	- Faculty commitment	11
	- Staff involvement integrated across departmental lines	4
	- Developmental class offerings	1
	- Faculty is concerned and knowledgeable in developmental education teaching	5
	- Experienced faculty and staff	2
	- Three full-time and 23 part-time dedicated, experienced, caring, and enthusiastic staff (Washtenaw - mathematics)	1
	- Awareness of the variety of student needs and a dedication to providing several options to suit them	1
	- Linked to classroom	1

	Strengths:	**Number of Colleges**
	- Good coordination between instructors and tutorial staff	1
	- Close unit who communicate well, share materials, and exchange ideas	1
	- Instructors who have training in teaching writing skills to students requiring developmental work (English)	1
	- Well organized	1
	- Full-time faculty	1
	- Faculty/staff	2
	- Caring, professional staff	1
	- Instruction approach	1
7.	- Board commitment	2
	- Progress toward coherent policies and procedures regarding developmental students	1
8.	- Faculty/staff initiated	1
9.	- Special support services for vocational students	1
	- Support services	3
	- Developmental support services	1
	- Tutoring program	2
	- Collaboration with student services	1
	- Availability of academic support services	1
	- Intervention systems	1
10.	- Total development thrust	1
11.	- Part-time student feedback	1
12.	- Flexibility	1
	- Flexibility in times and courses offered	1
	- Able to offer quality services in several off-campus sites as well as all week and Saturday (mathematics - Washtenaw)	1
	- Flexibility in providing support services	1
13.	- Student oriented	1
	- Individualized	2
	- Individualized and group developmental instruction meeting needs at different levels	3
	- Individualized curricula (in reading and some math sections)	1
	- Availability of ILC for all students in need of its services	1
	- Variety of courses and programs	1
	- Many entrance-level courses below arithmetic	

Strengths:		**Number of Colleges**
	for students with anxiety and confidence problems	1
	- Accessible to students	1
	- Low student/teacher ratio	1
14.	- Responsive	1
	- Early intervention/developmental instruction leading to long-term student success	1
	- Two-semester course option for English 050/051	1
	- Piloting of Reading 040 and English 050 courses	1
15.	- Cooperative	1
16.	- Institutional commitment	5
	- Support of basic skill pilot program	1
	- Organizational longevity	1
	- Simple	1
	- Administrative commitment	6
	- Identification of administration responsible for leadership of basic skills efforts	1
	- An institution that is capable	1
	- Belief that students have the right to succeed not fail	1
	- High academic demands	1
17.	- Good facilities and equipment	3
	- New learning center	1
	- Good software available to assist students	1
	- Materials	1
18.	- Excellent counseling input/support	2
	- Individual counseling	1
	- Advising process	1
19.	- Independent study materials (CAI, video, cassette/workbook)	1
20.	- Placement	2
	- Mandatory Placement	1
21.	- Instructor's preparedness	1
22.	- Tutoring components	1
23.	- Computers for students	1
24.	- Materials	1
25.	- Achievement Plus program (Kalamazoo Valley)	1

	Strengths:	Number of Colleges
26.	- EFE Consortium and Adult Education Task Force in the Kalamazoo Valley Intermediate School District	1
27.	- Continuously striving to improve	1
28.	- Word-of-mouth advertisement of LAL of satisfied students	1
29.	- Monitoring of students	2
	- Retention among students enrolled in basic skills pilot projects	1
	- Student retention	1
30.	- Student success	1
	- Success with students regarding reading achievement which is assured by testing and grades in other courses (Washtenaw)	1

Areas of Concern:

1.	- Adequate financial support	6
	- Very limited resources available for implementation of developmental programs, including instruction and support services evaluation	1
	- Allocation of funds from general budget	1
	- Insufficient material resources to meet growing needs	1
	- Budget for tutors, equipment	1
2.	- Adequate size of learning lab	2
	- Lack of classroom space	1
	- Class size in developmental writing courses	1
	- Lack of adequate space for diverse teaching and learning styles	1
	- Space	2
	- Inadequate space (reading)	1
3.	- Adequate advising staff	3
	- Personal counseling support	1
	- Attempts to reach out and involve more students who need reading help, i.e., occupational students (reading)	1
4.	- Adequate instructional staff	5
	- Need for more personnel in serving special needs population	1
	- Number of part-time faculty	1

Areas of Concern:		Number of Colleges
	- Continuity of full-time and part-time instructors	1
	- Maintaining consistency among instructors in providing feedback to students	1
5.	- Tracking system for developmental students	1
6.	- Adequate developmental course offerings (one-year program)	1
	- Inability to offer adequate number of courses and services	2
	- Need or variation in format to accommodate individual learning styles	1
	- Need for study skill and orientation to college information	1
	- Need to incorporate video tapes and computers as alternate delivery sources (mathematics)	1
	- Need a drop-in tutor facility as part of the math lab or in a centralized, well-advertised location (mathematics)	1
7.	- Lack of formal program	1
	- Coordination of overall program	2
	- Need for developmental education coordinator	1
	- Need for greater coordination of courses and services	1
	- Improve link with reading (English)	1
	- Clarity of purposes and operations of the program among college constituencies	1
	- Improve links with occupational programs and business-industry groups (English)	1
	- Decentralized	1
	- Lack of time with students	1
8.	- No clearly articulated institutional philosophy	1
	- Lack of institutional policy regarding both testing and placement	1
	- College has not reached agreement on the use of placement testing of (English) students	1
9.	- Regular research	1
	- Lack of research and future planning	1
10.	- Evaluation	1
	- What does ASSET score mean? (Lake Michigan)	1
	- Adequacy of ASSET cut-off scores?	1
	- Need for college-wide approach to assessment	1
	- Need more effort directed toward program assessment	1
	- Proper placement of students	1

Areas of Concern:		Number of Colleges
	- Proper placement in English course	1
	- Ambiguous placement policies	1
	- Post-testing	1
	- No outcome measurement in some courses	1
	- No appropriate method of referring students to next level or step, including how and when we decide, as an institution, to suspend further enrollment of students who exhibit no reasonable progress toward achievement of basic skills (Kellogg)	1
	- Literacy issue: What should college do with students who are not at the English 050 level?	1
	- Predictive validity of standardized and in-house tests currently in place	1
	- Need for much more follow-up on developmental education students' progress	3
	- Insufficient information regarding subsequent success of developmental students	1
	- Lack of exit interview procedure	1
	- Assuring success of students with major reading, writing, and math difficulties	1
	- Statistical back-up	1
	- Value of program as opposed to regular subjects?	1
	- Should have program evaluations (mathematics)	1
11.	- No mandatory placement	1
	- Students do not always take placement advice	1
	- Voluntary versus mandatory placement	1
12.	- Staff/professional development	4
	- Some faculty members' misconceptions about developmental education	1
	- Inconsistency of faculty in expectations of students	1
	- Need for staff development on working and non-traditional and handicapped students	1
13.	- Lack of total faculty commitment/support	3
	- Need for all faculty to be aware of and refer students to developmental courses where needed	1
	- Limited disciplines involved in developmental education	1
	- Interdepartmental communication between faculty, counseling, and academic support	2
	- Math course sequence	1
	- Not moving fast enough	1
14.	- Student negativism regarding remediation	1

Areas of Concern:	Number of Colleges
15. - Scheduling difficulties regarding developmental education classes	1
- Limited access	1
- Outreach to off-campus sites	1
16. - ESL students	1
- Dealing with students who are still not prepared for beginning English	1
17. - Under-prepared students	1
- Lower level students	1
- No special program for LD students	1
18. - Lack of referral networks for learning disabled	1
19. - Need for more counseling services and referral services for emotionally impaired needing long-term therapy	1
- Need more counseling along all developmental disciplines	1
- Delay in assisting students who are not self-motivated to seek help	1
20. - Delivery system	1
- Assimilating computers into the system	1
- Tying reading and writing skills to content areas	1
- Development of critical thinking	1
- Flexibility in delivery	1
21. - Legislative interference	1
22. - Omnipotence	1
23. - Retention rates	1

APPENDIX 3

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

P.O. Box 30008
Lansing, Michigan 48909

DONALD L. BEMIS
Superintendent of Public Instruction

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Ex Officio

September 7, 1989

Individual to all community college presidents

Dear President _______________:

The Michigan Department of Education is conducting a second study of student assessment and developmental education in Michigan's community colleges. The first was conducted in 1988.

A representative group of Michigan community college faculty and administrators developed the focus and content of the survey instrument. This study is being done in cooperation with the Michigan Department of Education, Community College Services Unit, the Michigan Community College Association Executive and Research Committees, and the State Board for Public Community and Junior Colleges.

Enclosed is your institution's copy of the survey. It is recommended that a committee representative of the various student assessment and developmental activities at your institution be formed to coordinate the completion of a single survey form.

The report will be largely statistical and not an evaluation of program effectiveness, although specific institutional efforts may be noted. The advisory group of community college experts will reconvene to review the findings prior to their publication. Copies of the completed report will be sent to each institutional president as well as other participating individuals.

Questions about this survey should be directed to Dr. Barbara J. Argumedo, (517) 335-3067, or Mr. James H. Folkening, (517) 373-3360. Please return the survey to Dr. Argumedo at the following address by October 5, 1989.

Michigan Department of Education
Higher Education Management Services
Community College Services Unit
Post Office Box 30008
Lansing, Michigan 48909

Thank you for your assistance.

Sincerely,

Donald L Bemis

Donald L. Bemis

Enclosure

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cc: Curtis G. Davis (Dean of Instruction)
Max P. Lindsay (Dean of Student Personnel Services)

ERIC Clearinghouse for Junior Colleges AUG 02 1990